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R E G I O N A L R E C R E A T I O N S T U D Y

VOLUME II

AND

VOLUME III

DEPARTMENT OF CULTURE, YOUTH AND RECREATION
GOVERNMENT OF THE PROVINCE OF ALBERTA

1972

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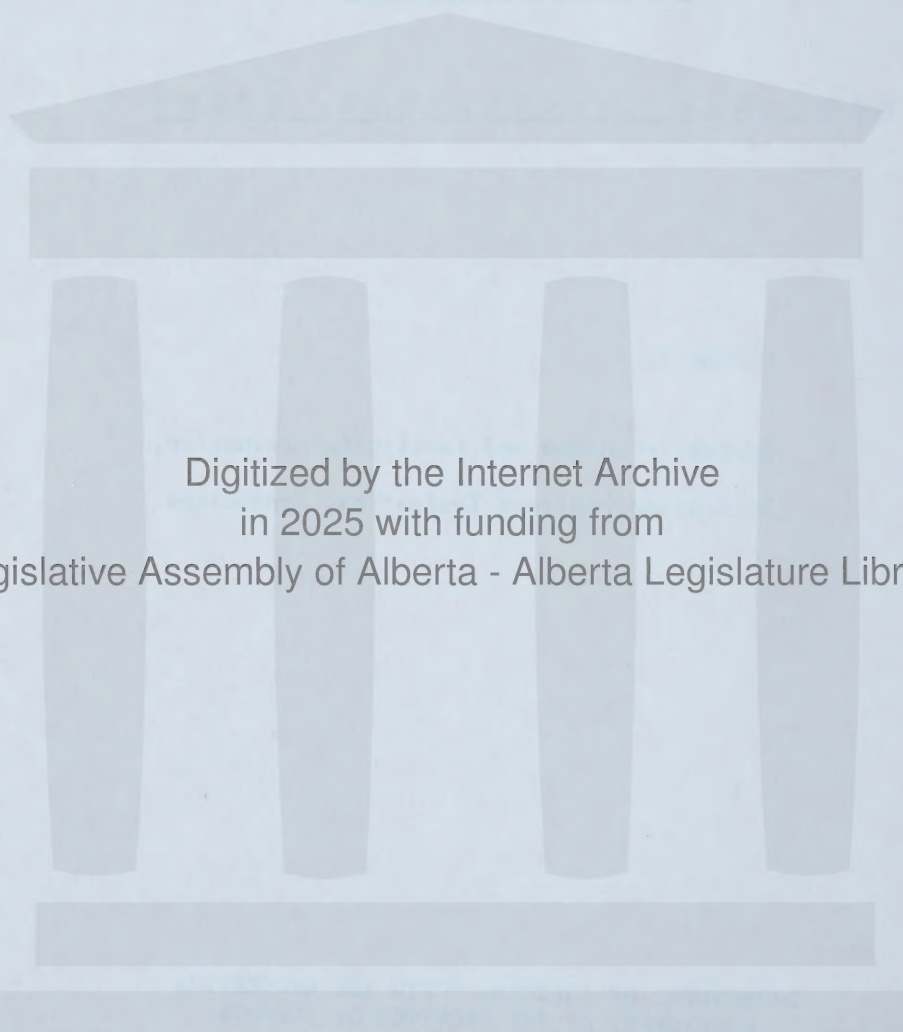
R E G I O N A L R E C R E A T I O N S T U D Y

Volume II

Recreation Areas and Facilities Evaluation,
Recreation Programs Evaluation, Appendices.

DEPARTMENT OF CULTURE, YOUTH AND RECREATION
GOVERNMENT OF THE PROVINCE OF ALBERTA

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PART IV

RECREATION AREAS AND FACILITIES EVALUATION

CHAPTER 18

The evaluation of the management facilities of High Prairie included the study of the collection of information in the various departments and the comparison of these facilities with various objectives.

18.1. STATE OF THE WORK IN VARIOUS DEPARTMENTS

A questionnaire was developed, by one of the researchers, on the basis of the study objectives.

1. Alberta Department of Agriculture, General Land Department, Land, Forests, and Wildlife Division, 107 Avenue 6 West, Edmonton, Alberta.
2. Calgary and District Office, Alberta Department of Agriculture, 107 Avenue 6 West, Edmonton, Alberta, 1984, 1985.

CHAPTER 19

19.1. METHODOLOGY

The questionnaire was administered by the members of the High Prairie Regional Development Board during the period of study.

The data was processed here as an inventory of information on private and public potential assets and facilities.

19.2. SUMMARY OF RESEARCH DATA AND FACILITIES

Various types of information are presented here. The first two consist of a comparison of High Prairie's facilities with those of other Alberta communities of similar size and of similar economic structure. The second two are a comparison of High Prairie's facilities with the National Economic and Trade Development Standards, the Ontario Community Program Standards and those outlined by the British Columbia in their publication Regional Assets and Facilities for Growth, Economic Development and Planning.

METHODOLOGY

The evaluation of the recreation facilities of High Prairie involved two basis steps: the collection of information on recreation facilities and the comparison of these facilities with various criteria.

I. COLLECTION OF DATA ON RECREATION FACILITIES

A questionnaire was developed, by one of the researchers, on the basis of two main sources:

1. Alberta Recreation Facility Inventory, Canada Land Inventory Study, Alberta Office Building, 107 Street & 103 Avenue, Edmonton, Alberta.
2. College and University Facilities Guide for Health, Physical Education, Recreation and Athletics; The Athletic Institute, 805 Merchandise Mart, Chicago, Illinois, 60654, 1968.

This questionnaire is reported in Appendix Q.

The questionnaire was administered by the members of the High Prairie Regional Recreation Board during the period of study.

The data are presented here as an inventory of information on private and public recreation areas and facilities.

II. EVALUATION OF RECREATION AREAS AND FACILITIES

Various types of evaluation are presented here. The first one consists of a comparison of High Prairie's facilities with those of other Alberta communities of similar size and of similar economic situation. The second one is a comparison of High Prairie's facilities with the National Recreation and Parks Association Standards, the Ontario Community Program Standards and those outlined by the Athletic Institute in their publication Planning Areas and Facilities for Health, Physical Education and Recreation.

CHAPTER 20

INVENTORY OF INFORMATION ON HIGH PRAIRIE'S
PRIVATE AND PUBLIC RECREATION AREAS AND FACILITIES

For each recreation facility and area the following information has been provided, where possible: (1) administration agency, (2) means of public access, (3) surface, (4) source of revenue, (5) periods of operation, (6) characteristics of site, and (7) characteristics of facility.

ARENA (Sports Palace 1958)

- (1) Town Council through High Prairie Recreation Board
- (2) paved highways
- (3) not given
- (4) concessions and user fees
- (5) winter only (November 1 - April 15): operating days - 180
- (6) - slope: 0% - 3%
 - center of Town
 - to North, East and West: single dwelling residential area
 - to South: main street of Town
 - surrounding buildings: Town Hall, Fire Hall, School Board office
 - adjoining recreation facilities: outdoor rink, curling rink, tennis courts, multi-use paved area, playground and Town Park
- (7) - indoor, artificial ice
 - building dimensions 250' x 125' = 31,250 sq. ft.
 - ice surface 197' x 85'
 - dance hall upstairs over main entrance
 - spectator capacity - 1,200
 - auxiliary areas: 3 showers 8' x 10' each, 3 locker rooms 30' x 12' each, 4 storage rooms/variations, 1 concession 16' x 12'
 - lighting: mercury vapor and incandescent
 - floor: concrete slab

BASEBALL DIAMONDS (Jay Cee Park (2) 1967 and 1971, E.W. Pratt (2))

- (1) High Prairie Recreation Board, High Prairie Public School Division, and High Prairie Separate School Division, respectively
- (2) paved road
- (3) not given
- (4) N/A
- (5) summer only - 180 operating days
- (6) not given
- (7) not given

BILLIARDS (High Prairie 1950 and Mike's Lounge 1960)

- (1) private owners
- (2) paved road
- (3) High Prairie Billiards: 60' x 120' = 7,200 sq. ft.
Mike's Lounge: 50' x 120' = 6,000 sq. ft.
- (4) user fees
- (5) all year
- (6) not given
- (7) total of 14 tables

CAMPSITES (1967)

- (1) Department of Highways, Government of Alberta
- (2) paved highways
- (3) not given
- (4) Provincial Government
- (5) summer only - May to October
- (6) - 0% - 3% slope
- grassland

(6) cont'd.....

- on major highway

Comments: could be used by snowmobiles as marshalling area - development of trail recommended if snowmobile possession exists for 25% of population.

- (7) - tent, tent-trailer and trailer camping allowed
- intermediately serviced (water)
- gravel parking area
- water - well, one distribution site, chlorine treated
- sanitation: tank

CINEMA THEATRE

- (1) private enterprise
(2) paved highway
(3) not given
(4) entrance fees and concessions
(5) all year
(6) not given
(7) capacity = 500

CURLING RINK (1968)

- (1) High Prairie Curling Club
(2) paved highway
(3) not given
(4) user fees, membership fees, and concessions
(5) winter only - November 15 - April 15, 150 days
(6) - 0% - 3% slope
- on same site as arena, outdoor rink, tennis courts, park
(7) - indoor artificial ice
- dimensions of building: 150' x 60' = 9,000 sq. ft.

(1) cont'd.....

- 4 sheets, 120' x 14'
- spectator capacity - 500
- Lounge (liquor licensed) upstairs, kitchen downstairs
- no shower, storage or locker areas
- concession
- lighting: incandescent, mercury vapor
- floor: sand

GOLF COURSE (1964)

- (1) High Prairie Golf Club
- (2) paved highway
- (3) not given
- (4) entrance fees, membership fees, and equipment rental
- (5) summer only - May 1 - October 15, 165 days
- (6) - 0% - 3% average slope
 - grassland partially landscaped with small lake and creek
- (7) - 9 holes, sand greens regulation distance, 160 acres total
 - clubhouse: 30' x 12', no locker or shower rooms, no pro shop or lounge

GYMNASIA

A) E. W. Pratt High School (1970)

- (1) High Prairie School Board, School Division #48
- (2) paved roads
- (3) not given
- (4) N/A
- (5) school year (September 1 to June 30, approximately 300 days)
- (6) not given

E. W. Pratt cont'd.....

(7) Gymnasium

- dimensions: 80' x 62' = 4,960 sq. ft.
- markings: basketball, badminton, volleyball
- spectator: folding bleachers
- auxiliary areas: supply storage: 20' x 12' = 240 sq. ft.
equipment storage: 20' x 12' = 240 sq. ft.
locker rooms: 1 men, 1 women, each 30' x 10',
capacity 30, type - tote basket,
storage only
showers: 1 men, 1 women, each 12' x 12' = 144 sq. ft.
heads - 8, no soap dispensers or
towelling area
office space: 1 men, 1 women

B) Prairie River Junior High School (1958)

(1) High Prairie School Board, School Division #48

(2) paved roads

(3) not given

(4) N/A

(5) school year

(6) not given

(7) Gymnasium

- dimensions: 101' x 62' = 6,363 sq. ft.
- markings: basketball (2 aux.), badminton (3), volleyball (2)
- spectator: folding bleachers
- no supply storage
- equipment storage: 20' x 17' = 340 sq. ft.
- no locker rooms
- shower rooms: 1 men, 1 women, each 12' x 12' = 144 sq. ft.,
3 shower heads
- office space: 1 men, no women's

Comments: Adult fitness and student activity nights, Monday and
Wednesday

C) High Prairie Elementary School (1963)

- (1) High Prairie School Board, School Division #48
- (2) paved roads
- (3) not given
- (4) N/A
- (5) school year
- (6) not given
- (7) Gymnasium
 - dimensions: 66' x 46'6" = 3,069 sq. ft.
 - markings: 1 aux. basketball
 - no spectator capacity
 - storage: supply 18' x 10' = 180 sq. ft.
equipment (2) 10' x 9' = 180 sq. ft.
 - no locker rooms
 - shower rooms: 1 men, 1 women (men: 17' x 17' = 289 sq. ft.,
women: 12' x 12' = 144 sq. ft.)

Comments: Turn into all purpose play area (i.e. adult fitness classes, golf classes)

D) St. Andrew School (1956)

- (1) High Prairie Separate School Board
- (2) paved roads
- (3) not given
- (4) N/A (Minimum fee charged for public use)
- (5) school year
- (6) not given
- (7) Gymnasium
 - dimensions: 90' x 50' = 4,500 sq. ft.
 - markings: 1 official basketball, 1 aux. basketball, badminton (2)
volleyball (2)
 - spectator capacity: folding bleachers
 - storage: supply 10' x 30' = 300 sq. ft.
equipment 10' x 30' = 300 sq. ft.
 - locker rooms: men 450 sq. ft., storage only
women 450 sq. ft., storage only

St. Andrew School cont'd.....

- (7) - showers: Men 19' x 10', 3 heads, 40 sq. ft. towel area
Women 18' x 10', 4 heads, 40 sq. ft. towel area
- offices: men - 1, women - 1

JUMPING PITS

- (1) High Prairie Public School Division
- (2) paved roads
- (3) regulation dimensions
- (4) N/A
- (5) not given
- (6) not given
- (7) not given

LIBRARY (1967)

- (1) High Prairie Library Board
- (2) paved highways
- (3) not given
- (4) membership fees
- (5) all year
- (6) not given
- (7) number of volumes - 10,000 +

OUTDOOR RINK (1970)

- (1) not given
- (2) paved road
- (3) not given
- (4) N/A

Outdoor Rink cont'd.....

- (5) winter only (December 1 to March 30, 90 days)
- (6) not given
- (7) - outdoor natural ice
 - dimensions: 200' x 70'
 - no bleachers
 - no locker, shower, storage or concession area
 - incandescent lighting
 - ice base: earth

JAYCEE PARK (Municipal) (1967)

- (1) Town Council
- (2) paved road
- (3) 2 acres
- (4) N/A
- (5) summer only (approximately 150 days)
- (6) grassland and mixed forest, partially landscaped
- (7) - 2 baseball diamonds
 - 2 softball diamonds
 - picnic facilities

Comments: Good area for snowmobile trail.

RODEO GROUNDS

- (1) Elks Club of High Prairie
- (2) dust free highway ($\frac{1}{2}$ mile north of Townsite)
- (3) 63 acres
- (4) entrance fee, concessions
- (5) summer only (10 days, including August 4th & 5th)
- (6) partially landscaped near river

Rodeo Grounds cont'd.....

- (7) - horse racing track
 - concession
 - no betting facilities
 - ½ mile track
 - spectator capacity 4,000
 - public outdoor washrooms

Comments: Snowmobile racing in winter around the track.
Winter snowmobile racing track of Northern Alberta.

SOFTEALL DIAMONDS (Jaycee Park (2) 1967 and 1970, E. W. Pratt High School (2),
High Prairie Separate School (1))

- (1) High Prairie Recreation Board, High Prairie Public School Division,
and High Prairie Separate School Division, respectively.
- (2) paved road
- (3) 70 foot baselines
- (4) N/A
- (5) summer only (180 days)
- (6) not given
- (7) not given

TENNIS COURTS (1971)

- (1) High Prairie Recreation Board
- (2) paved road
- (3) not given (standard double court allowance) 2 Regulation
- (4) none
- (5) not given
- (6) not given
- (7) not given

TOT LOT (1955)

- (1) Town Council
- (2) paved road
- (3) 5 acres
- (4) N/A
- (5) summer only (June to September, approximately 90 days)
- (6) landscaped grassland
- (7) - wading pool, swings, climbing bars
 - staffed by 2 - 3 personnel during season

CHAPTER 21

COMPARISONS OF HIGH PRAIRIE RECREATION FACILITIES
AND AREAS WITH SELECTED CRITERIA

The various criteria selected to compare the High Prairie facilities are those most used currently. These criteria provide the opportunity to discuss their value in terms of recreation planning purposes.

I. COMPARISON WITH TOWNS OF COMPARABLE SIZE

It would appear from Table 62 that High Prairie has more recreation facilities than towns of a comparable (projected) size. Moreover, it can be observed that the range of types of facilities in operation is greater than for other Alberta communities of comparable size. This could be an indication that the people of High Prairie have already given thought to providing a broad base of recreational opportunities and have not restricted them to one area of concentration (i.e. hockey).

However, High Prairie seems "relatively deprived" of a major recreation facility since it is the only town of similar size without a swimming pool. On the other hand, High Prairie seems to have a variety of other facilities (rodeo grounds, library) not available in the other towns.

Table 62

COMPARISON OF TOWNS OF COMPARABLE SIZE IN ALBERTA WITH
REGARD TO SELECTED RECREATION FACILITIES*

FACILITY	HIGH PRAIRIE 1971 (2,561)	VERMILION 1971 (2,949)	FORT MACLEOD 1971 (2,750)	CARDSTON 1971 (2,721)	BARRHEAD 1971 (2,718)
Arena	1	1	1	1	1
Athletic Fields	5	Use Local School Grounds	Use Local School Grounds	None	None
Baseball Diamonds	5	3	1	1	1
Curling Rink	1 rink of 4 sheets	1 rink of 6 sheets	1 rink of 4 sheets	1 rink of 3 sheets	1 rink of 4 sheets
Golf Course	1	1	1	1	1
Parks	1	2	1	1	2
Ski Hill	1	1	None	None	1
Softball Diamonds	5	8	1	6	2
Swimming Pool	None	1	1	1	1
Tennis Courts	2	None	2	3	2
Tot Lot	1	1	2	1	1
Other	- 1 Rodeo Grnds and horse race track - 2 Billiard Halls - 1 Theatre - 1 Library - Use of school gym - 1 outdoor rink - 1 jumping pit for track and field jumping - 1 wading pool	- use of school gymnasium	- 1 museum	- 1 museum - 1 wading pool	- 2 outdoor rinks - 1 museum

* Facilities listed are from an Alberta Facility Inventory conducted by the Area and Facilities Planning Section, Recreation Branch, Department of Culture, Youth and Recreation, Government of Alberta. Data collected to November, 1971.

II. COMPARISON WITH SELECTED STANDARDS RELATED TO POPULATION SIZE

It has been the practice in the past to determine recreation facility requirements from a set of standards based upon population published by a local, provincial or national body. Many communities have attempted to follow these guidelines, but usually have come to the conclusion that they must be adapted so as to specifically relate to their community or region.

Using population guidelines can be misleading, for they do not present the complete profile of any particular set number of persons. As the communities vary, so do the requirements of "groups" of people. For example, in one community one softball diamond may serve 3,000 persons, in another the same facility will serve 5,000 persons. The reason for the difference is probably due to a variance of interests and the amount of promotion and administration for that particular activity.

The needs of each community are different even though many similarities exist because of our "common" society. The type of comparison promoted by population standards should be taken to serve as a guideline only and it is with this intention that it is included in this Study.

Table 63 shows that according to population, standards were met in the case of neighborhood parks, community parks, regional parks, arena, baseball diamonds, curling rink, golf course, softball diamonds and tennis courts. We find, in fact, that for the facilities for which we have standards, the only one for which the population standard was not met was the tot lot. Since there are more than 2,000 persons in High Prairie, one would expect to find two tot lots instead of one.

TABLE 63

COMPARISON OF HIGH PRAIRIE FACILITIES TO SELECTED
STANDARDS RELATED TO POPULATION

FACILITY	HIGH PRAIRIE	NO. OF FACILITIES PER 1000 PERSONS	STANDARD MET
Tot Lot	1 Municipal	1/1,000*	No
Neighborhood Park	2 Elementary 1 Junior High Total: 3	1/1,000*	Yes
Community Park	1 High School 1 Jaycee Sports Ground Total: 2	1/1,000*	Yes
Regional Park	1 Rodeo Grounds 1 Campsite Total: 2	1/1,000*	Yes
School Gym & Outdoor Facilities		Not available	---
Arena	1	1/50,000***	Yes
Baseball Diamonds	5	1/3,000*	Yes
Billard Hall	2	Not available	---
Theatre	2	Not available	---
Curling Rink	1 with 4 sheets	3 sheets/5,000*	Yes
Golf Course	1	1/25,000*	Yes
Jumping Pits	2	Usually included with standard track	---
Library	1	Not available	---
Outdoor Rink	1	Not available	---
Rodeo Grounds	1	Not available	---
Softball Diamond	5	1/3,000*	Yes
Tennis Courts	2	1/1,500*	Yes

* National Recreation & Parks Association

** As indicated by current experience known to the authors

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RECREATION AREAS & FACILITIES EVALUATION

1. National Parks/Recreation and Open Space Standards, R.D. Buechner, NPRA, 1700 Pennsylvania Avenue, N.W., Washington D.C., 20006.
2. Source: Mr. B. Mund, Parks Planning Division, Department of Lands and Forests, Natural Resources Building, Edmonton, Alberta.
3. A Guide to the Planning of Physical Education Facilities in Alberta Schools, prepared by Special Committee, Health and Physical Education Council, Alberta Teachers' Association, November 1969.
4. Introduction to Community Recreation, G.D. Butler, McGraw-Hill Book Company, New York, 1967.
5. Principles and Practices of Recreational Service, J.S. Shivers, The Macmillan Company, Toronto, Ontario, 1967.
6. Administration of Public Recreation, L.S. Rodney, The Ronald Press Company, New York, 1964.
7. Community Recreation: A Guide to Its Organization, H.D. Meyer and C.K. Brightbill, Prentice-Hall of Canada Ltd., Toronto, Ontario, 1961.
8. Recreation Administration: A Guide to Its Practices, H.D. Meyer and C.K. Brightbill, Prentice-Hall of Canada Ltd., Toronto, Ontario, 1961.
9. "Children and Space - Part III", Polly Hill, Habitat, Volume 13, No. 1 and 4, Central Mortgage and Housing Corporation, Ottawa, 1970.

PART V

RECREATION PROGRAMS EVALUATION

METHODOLOGY

The evaluation of the programs will be very succinct as it will mainly consist of their classification according to the six general areas of recreation: Athletics; Arts and Crafts; Literary and Historical Activities; Social Activities; Nature and Camping Activities and Performing Arts. A more elaborate analysis will be performed in the Conclusions of the study where we will attempt to match the existing programs with the demands for programs. The following classified inventory of recreation should then be viewed as a first step of evaluation.

CLASSIFIED INVENTORY OF RECREATION PROGRAMS

I. ATHLETICS

High Prairie Figure Skating Club	523-3308
Branch 37 Royal Canadian Legion	523-3403
Air Cadets	523-3403
High Prairie Hockey Program	523-3654 or 523-4168
Cubs and Scouts	523-3616
High Prairie Golf and Country Club	523-3311
High Prairie Ladies Curling Club	523-3748
Minor Baseball Association	
Optimists Club	
Curling	523-3588

II. ARTS AND CRAFTS

Cubs and Scouts	523-3616
Guide and Brownie Association	523-4037
Youth Club	

III. LITERARY AND HISTORICAL

High Prairie and District Museum and Historical Society	523-3838
--	----------

IV. SOCIAL

Providence Hospital Ladies Auxiliary	523-4178 or 523-4019
Branch 37 Royal Canadian Legion	523-3403
High Prairie Community Choir	523-3176
Cubs and Scouts	523-3616
High Prairie Square Dance Club	523-2154
High Prairie Ladies Curling Club	523-3748
Pleasantview Lodge	
Boy Scouts	523-3724
Guide and Brownie Association	523-4037
Youth Club	
Order of the Royal Purple	523-3971
Chamber of Commerce	
Dawn Chapter 112	523-3482
B.P.O.E. # 279	

IV. SOCIAL (cont'd)

Order of Eastern Star

Masons Wahpun Lodge

V. NATURE AND CAMPING

Cubs and Scouts 523-3616

Guide and Brownie Association 523-4037

VI. PERFORMING ARTS

High Prairie Community Choir 523-3176

Cubs and Scouts 523-3616

High Prairie Square Dance Club 523-2154

High Prairie Players (Drama) 523-3547

High Prairie Ballet 523-3547

GENERAL ANALYSIS

It can be noted from the inventory that of the six general categories of organized recreation activities in High Prairie, four deal with all age groups: Performing Arts; Athletics; Literary and Historical; and Social. The two other areas deal only with youth (Nature and Camping, and Arts & Crafts). It can also be noted that the majority of the recreation programs are either athletic or social.

A P P E N D I C E S

APPENDIX A

OUTLINE AND TERMS OF REFERENCE

HIGH PRAIRIE REGIONAL RECREATION STUDY

APPENDIX A

HIGH PRAIRIE REGIONAL RECREATION STUDY

Outline and Terms of Reference

Prepared By

D. O'Donnell
Assistant Supervisor
Area & Facility Planning
Recreation Branch
Department of Culture, Youth & Recreation

In Conjunction With

The Recreation Board
Town of High Prairie

and

Mr. T. Everett
Northern Area Recreation Consultant
Recreation Branch
Department of Culture, Youth & Recreation
Grande Prairie, Alberta

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INTRODUCTION

This approach is necessary because of the incompleteness of an earlier Study done by a private consulting firm.

Local officials cannot afford to plan and operate park and recreation systems or departments in isolation. They must co-operate and co-ordinate their activities with departments and agencies of other levels of government and private organizations.

Recreation regionalization may be seen to have two phases:

- 1) Centralization of the administrative body and the establishment of a select administrative unit where policy can be established relating to every aspect of recreation.
- 2) Decentralization of programs, administration and facilities so the people in the region understand that the reason for the establishment of such a body is for their benefit. Once a sound administrative basis has been laid, the people of the region should be the decision makers and administrators.

INTENT

The purpose of the Study will be to determine the essential recreation needs of the resident and non-resident population of the Town of High Prairie and the surrounding area to an approximate distance of 50 miles. In addition, the Study shall have the purpose of determining the recreation potential of the Town and the surrounding area and to serve as a long range basic plan for recreation development and services. Regional recreation administration implications will be determined from a Study of all communities within this particular radius.

SCOPE

The scope of the Study shall be limited to an analysis and evaluation with recommendations of present and future recreation resources and their potential. This analysis and evaluation shall include a systematic study of a number of factors affecting or directly related to recreation planning, development and management.

The general objectives of the Study will be:

- 1) Provide a guide for the orderly and co-ordinated planning and development of recreation services for all segments of the population within High Prairie to a radius of 50 miles.
- 2) To establish and evaluate the present and future recreation resources necessary to meet public needs and demands.
- 3) To provide a guide for the maximum functional use of recreation resources especially as it relates to overall integrated regional and local planning.

INSTRUMENTS

The primary instruments for the gathering of information which will enable the Study team to make evaluations and predictions will include:

- 1) An attitude-interest survey distributed to a select random sample of both residents in High Prairie and non-residents of High Prairie within the proposed area of study. (neighboring communities, Indian Reserves, Metis Colonies, etc.)
- 2) Area and facility inventory on both a local and regional basis.
- 3) Program - level of service inventory for all communities within the proposed area.
- 4) A total recreation administrative analysis of High Prairie and the surrounding communities.
- 5) Acceptance of briefs and/or papers from interested public or private organizations or citizens on regional recreation administration program leadership, facility development or regional financing.

PERIMETER DIMENSIONS

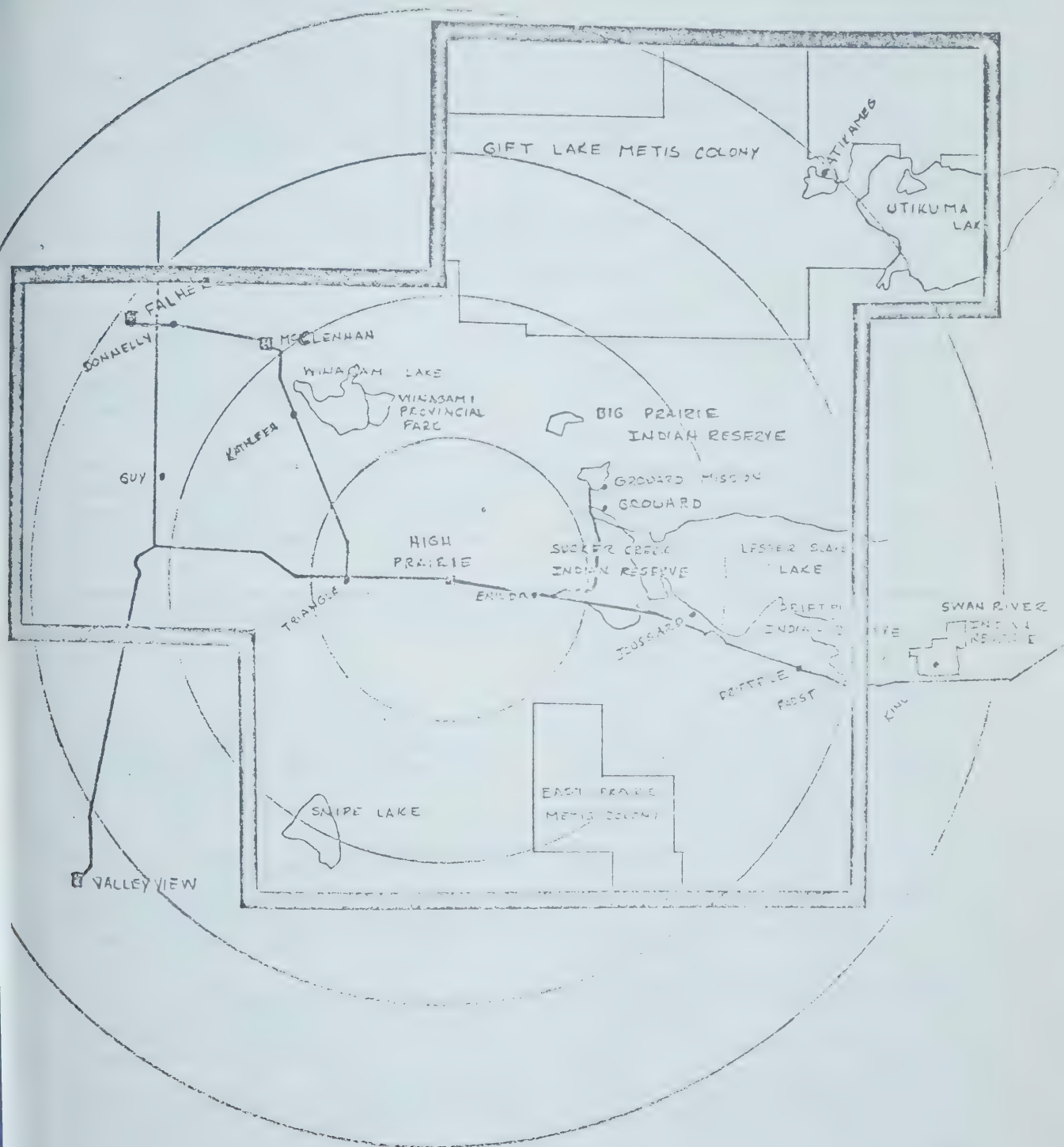
For the purpose of this Study, an area has been arrived at by describing concentric circles with the scale radius of 12 miles. Each enlarging sphere will be termed a sector and will be considered as an isolated area for the collection of data; all sectors will be inter-related and correlated in the conclusions of the Study to result in a total regional analysis.

Sector One will include a collection of data from High Prairie, Enilda, Triangle, and Heart River. Sector Two will include a collection of data from Grouard, Sucker Creek Indian Reserve, East Prairie Metis Colony, Jousard, Big Prairie Indian Reserve and Kathleen. Sector Three will include a collection of data from Driftpile Indian Reserve, Faust, Guy, Donnelly, McLennan, Falher. Sector Four will include a collection of data from Swan River Indian Reserve, Kinuso, Valleyview, Gift Lake Metis Colony and Atikameg. (Note: the communities of Kinuso, Valleyview and Swan River Indian Reserve will be considered secondary rather than primary as to their regional recreation implications with High Prairie. Gift Lake will be considered primary.)

(NOTE: PLEASE REFER TO ATTACHED MAP)

METHOD

Data will be collected according to Sectors outlined in the Perimeter Dimensions. Population samples will be taken for the attitude-interest survey only.



PROPOSED BOUNDARIES FOR HIGH PRAIRIE RECREATION REGION

1 inch equals 15 minute travelling time or 12 mile actual distance.

INFORMATION TO BE COLLECTED

Because of the up-dating of the High Prairie general plan, and the proposed regional plan of the Lesser Slave Lake area by the Peace River Planning Commission, the descriptive analysis and profile of the communities in the region will not be dealt with in depth. Pertinent information, however, will be cited where recreationally applicable.

HIGH PRAIRIE RECREATION STUDY

Data Collection & Resources

<u>INFORMATION COLLECTED</u>	<u>CONTRIBUTING AGENT</u>
Growth of population by age and sex group in High Prairie	D.B.S.* Peace River Planning Commission Secretary Treasurer
Growth of population by age and sex group in the surrounding area (radius of 12, 24, 36, 50 miles - native and white)	D.B.S. Peace River Planning Commission Alberta Indian Association Alberta Metis Association
Attitude-interest survey High Prairie	J.M. Lemire Recreation Board - High Prairie T. Everett Peace River Planning Commission
Attitude-interest survey in the surrounding communities (radius of 12, 24, 36, 50 miles)	J. M. Lemire Peace River Planning Commission Alberta Indian Association Alberta Metis Association
Inventory of Programs in High Prairie	J. Tillie
Inventory of programs in surrounding area (radius of 12, 24, 36, 50 miles)	Alberta Metis Association Alberta Indian Association R. Yellowknee
Inventory of areas and facilities in High Prairie as they relate to financing, condition, use, etc.	Recreation Board - High Prairie J. Tillie Present Study done by C.R.C.
Inventory of areas and facilities in a 12, 24, 36, 50 mile radius	Alberta Indian Association Alberta Metis Association

* Dominion Bureau of Statistics, Edmonton Office.

Rural Use of Present Facilities	Peace River Planning Commission through Central Place Theory D. Webster D. O'Donnell
Rural use of present programs	D. Webster D. O'Donnell Peace River Planning Commission
Recreation administration analysis as it relates to: - personnel - program - areas and facilities - leadership - policy - budget	D. O'Donnell
Up-dating of population statistics: - age grouping - sex grouping - marital status - family size - income - education - employment in High Prairie to a radius of 12, 24, 36, 50 miles.	D.B.S. Peace River Planning Commission Alberta Metis Association Alberta Indian Association Secretary Treasurer - High Prairie
Up-dating of community profile as it relates to physical, geographical and climatic characteristics	Peace River Planning Commission Recreation Board - High Prairie
Private, semi-private and commercial contributors	John & Sharon Tillie
Projection to 1975 or selected popu- lations, whichever comes first (i.e. 5,000, 10,000, 15,000, etc.) - direction of proposed recreation growth - a proposed regional development plan - a proposed High Prairie development plan - surrounding area involvement policy - proposed budgeting methods to initi- ate Study conclusions	D. O'Donnell H. Turik T. Everett J. Lemire J. Tillie Peace River Planning Commission

DELEGATION OF RESPONSIBILITY

Dominion Bureau of Statistics

- Growth of population by age, sex group in High Prairie
- Growth of population by age, sex group in the surrounding area (radius of 12, 24, 36, 50 miles - native and white)

Peace River Planning Commission

- Growth of population by age, sex group in High Prairie
- Growth of population by age and sex group in the surrounding area (radius of 12, 24, 36, 50 miles - native and white)
- Attitude-interest survey - High Prairie
- Attitude-interest survey in the surrounding communities (radius 12, 24, 36, 50 mi.)
- Rural use of present facilities
- Rural use of present programs
- Up-dating of population statistics in High Prairie to a radius of 12, 24, 36, 50 miles.
- Up-dating of community profile as it relates to physical, geographical and climatic characteristics
- Projection to 1975 or selected populations, whichever comes first.

Secretary Treasurer

- Growth of population by age and sex group in High Prairie.
- Up-dating of population statistics in High Prairie to a radius of 12, 24, 36, 50 miles.

Alberta Indian Association

- Growth of population by age and sex group in the surrounding area (radius 12, 24, 36, 50 miles - native and white)
- Attitude-interest survey in the surrounding communities.
- Inventory of programs in surrounding area.
- Inventory of areas and facilities in a 12, 24, 36, 50 mile radius.
- Up-dating of population statistics in High Prairie to a radius of 12, 24, 36, 50 miles.

High Prairie Recreation Board

- Attitude-interest survey - High Prairie
- Inventory of areas and facilities in High Prairie as they relate to financing, condition, use, etc.
- Up-dating of community profile as it relates to physical, geographical and climatic characteristics.

- Alberta Metis Association
- Growth of population by age and sex group in the surrounding area (radius of 12, 24, 36, 50 miles - native and white)
 - Attitude-interest survey in the surrounding communities (radius of 12, 24, 36, 50 miles.)
 - Inventory of programs in surrounding area (radius of 12, 24, 36, 50 miles)
 - Inventory of areas and facilities in a 12, 24, 36, 50 mile radius.
 - Updating of population statistics in High Prairie to a radius of 12, 24, 36, 50 miles.
- J. M. Lemire
- Attitude-interest survey - High Prairie
 - Attitude-interest survey in the surrounding communities (radius of 12, 24, 36, 50 miles)
 - Projection to 1975 or selected populations, whichever comes first.
- T. Everett
- Attitude-interest survey - High Prairie
 - Projection to 1975 or selected populations, whichever comes first.
- J. Tillie
- Inventory of programs in High Prairie
 - Inventory of areas and facilities in High Prairie as they relate to financing, condition, use, etc.
 - Private, semi-private and commercial contributors.
 - Projection to 1975 or selected populations, whichever comes first.
- S. Tillie
- Private, semi-private and commercial contributors
- R. Yellowknee
- Inventory of programs in surrounding area (radius of 12, 24, 36, 50 miles)
- D. Webster
- Rural use of present facilities
 - Rural use of present programs
- H. Turik
- Projection to 1975 or selected populations, whichever comes first.
- D. O'Donnell
- Rural use of present facilities
 - Rural use of present programs
 - Projection to 1975 or selected populations, whichever comes first.
 - Recreation administration analysis as it relates to: personnel, program, areas and facilities, leadership, policy, budget.

PHASING OF STUDY

Because of our Planning Sectors involvement with and commitment to other Alberta communities, no definite time limit can be put on the Study. However, proposed deadline dates for the completion of the various phases of the Study are listed as follows:

	<u>SECTOR</u>	<u>DEADLINE</u>
PHASE I	I	September 30, 1971
PHASE II	II	October 31, 1971
PHASE III	III	November 30, 1971
PHASE IV	IV	December 31, 1971
FINAL REPORT		February 28, 1972

APPENDIX B

RECREATION INTERESTS and INVOLVEMENTS

of

HIGH PRAIRIE RESIDENTS:

QUESTIONNAIRE

APPENDIX B

PART I

HEAD OF HOUSEHOLD RECREATION SURVEY

1. Household I.D. _____

2. How many children are living with you? _____

Please indicate the number of children according to age groups and sex:

<u>Age Group</u>	<u>Male Children</u>	<u>Female Children</u>
0 - 2 years	_____	_____
3 - 5 years	_____	_____
6 - 8 years	_____	_____
9 - 11 years	_____	_____
12 - 14 years	_____	_____
15 - 17 years	_____	_____
18 - 20 years	_____	_____
21 - 24 years	_____	_____
25 years or over	_____	_____

3. Marital Status _____

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8. Recreational Activities	9. How Often?		10. What activities would you like to take part in or to do more?		11. What are your reasons for not taking part in or participating more in the activities desired?	12. Indicate which activities you are able to lead or instruct?		
	In which ones do you participate now? As	Spectator	Seldom	Once or twice/week				
		Actively	Once or twice/month	Three or more/week				
PHYSICAL ACTIVITIES								
Archery	/	/						
Archery Golf	/	/						
Badminton	/	/						
Baseball	/	/						
Basketball	/	/						
Bicycling	/	/						
Bird Watching	/	/						
Boating (Ice)	/	/						
Boating (Outboard)	/	/						
Boating (Row)	/	/						
Boating (Sail)	/	/						
Boating (Speed)	/	/						
Bowling (Carpet)	/	/						
Bowling (Five-Pin)	/	/						
Bowling (Lawn)	/	/						

Recreational Activities	In which ones do you participate now?		How Often?		What activities would you like to take part in or to do more?	What are your reasons for not taking part in or participating more in the activities desired?	Indicate which activities you are able to lead or instruct?
	As Active Participant	Spectator	Seldom	Once or twice/month Once or twice/week Three or more/week			
Bowling (Ten-Pin)	/	/					
Boxing	/	/					
Broomball	/	/					
Camping	/	/					
Canoeing	/	/					
Cookouts	/	/					
Cricket	/	/					
Curling	/	/					
Diving (pool)	/	/					
Diving (Scuba)	/	/					
Diving (Sky)	/	/					
Fastball	/	/					
Fencing	/	/					
Fishing	/	/					
Football (12 man)	/	/					
Football (6 or 8 man)	/	/					
Football (touch or flag)	/	/					

PERSONAL RECREATION ACTIVITIES

Recreational Activities	In which ones do you participate now? As 	How Often?		What activities would you like to take part in or to do more?	What are your reasons for not taking part in or participating more in the activities desired?	Indicate which activities you are able to lead or instruct?
		Seldom	Once or twice/month			
	As 	Once or twice/week	Three or more/week			
Golf						
Gymnastics						
Handball						
Hiking						
Hockey (Field)						
Hockey (Ice)						
Horseback Riding						
Horseshoes						
Hunting (Big Game)						
Hunting (Game Birds)						
Hunting (Small Game)						
Judo						
Karate						
Lacrosse						
Low-organized games						

Recreational Activities	In which ones do you participate now?		How Often?		What activities would you like to take part in or to do more?	What are your reasons for not taking part in or participating more in the activities desired?	Indicate which activities you are able to lead or instruct?
	As Spectator	Actively	Seldom	Once or twice/month Once or three or more/week			
Physical Fitness Activities							
- Weights							
- Jogging							
- Isometrics							
Picnicing							
Pool, Billiards, Snooker							
Rugger							
Skating (Basic Skills)							
Skating (Figure)							
Skating (Ice)							
Skating (Roller)							
Skating (Speed)							
Shooting (Skeet)							
Shooting (Target)							
Shooting (Trap)							
Skiing (Cross-country)							

Recreational Activities	In which ones do you participate now? As ☐ Actively ☐ Spectator	How Often?		What activities would you like to take part in or to do more?	What are your reasons for not taking part in or participating more in the activities desired?	Indicate which activities you are able to lead or instruct?
		Seldom	Once or twice/month Three or more/week			
skiing (Downhill)	☐	-----	-----			
skiing (Water)	☐	-----	-----			
soccer	☐	-----	-----			
swimming (Beach or Pool)	☐	-----	-----			
swimming (Competitive)	☐	-----	-----			
swimming (Synchronized)	☐	-----	-----			
tennis (court)	☐	-----	-----			
tennis (table)	☐	-----	-----			
tennis (racketball)	☐	-----	-----			
Track & Field	☐	-----	-----			
Tobogganing	☐	-----	-----			
Tumbling	☐	-----	-----			
Volleyball	☐	-----	-----			
Water Polo	☐	-----	-----			
Weight Training	☐	-----	-----			
Wrestling	☐	-----	-----			

Recreational Activities	In which ones do you participate now? As Spectator	How Often?		What activities would you like to take part in or to do more?	What are your reasons for not taking part in or participating more in the activities desired?	Indicate which activities you are able to lead or instruct?
		Seldom	Once or twice/month Three or more/week			
Other (please indicate)						
CULTURAL ACTIVITIES						
Airplane (model)						
Amateur Shows						
Ballet						
Basketry						
Baton						
Bible Study						
Camera (picture taking)						
Camera (movies)						
Charm Class						
Chorus						
Coin Collecting						

Recreational Activities	In which ones do you participate now? As <u>Active</u> Participant or <u>Spectator</u>	How Often?		What activities would you like to take part in or to do more?	What are your reasons for not taking part in or participating more in the activities desired?	Indicate which activities you are able to lead or instruct?
		Seldom	Once or twice/month Once or twice/week, more/week			
Cooking	/					
Crafts	/					
Crocheting	/					
Dance (Baton & Tap)	/					
Dance (Tap Ballet)	/					
Dance (Folk, Square)	/					
Dance (modern, interpretive)	/					
Debate	/					
Dogs	/					
Dramatics	/					
Drawing	/					
Embroidery	/					
First Aid	/					
Forums	/					
Gardening	/					
Glass Collecting	/					

Recreational Activities	In which ones do you participate now? As ☐ Actively ☐ Spectator	How Often?		What activities would you like to take part in or to do more?	What are your reasons for not taking part in or participating more in the activities desired?	Indicate which activities you are able to lead or instruct?
		Seldom	Once or twice/month Once or twice/week, more/week			
Home Made Games	☒					
Kite Making	☒					
Knitting	☒					
Instrumental Music	☒					
Leathercraft	☒					
Lectures & Concerts	☒					
Library	☒					
Linoleum Block Printing	☒					
Metal Craft	☒					
Model Making	☒					
Movies (educational)	☒					
Movies (feature)	☒					
Needlecraft	☒					
Newspaper Staff	☒					

Recreational Activities	In which ones do you participate now? As ☐ Actively ☐ Spectator	How Often?		What activities would you like to take part in or to do more?	What are your reasons for not taking part in or participating more in the activities desired?	Indicate which activities you are able to lead or instruct?
		Seldom	Once or twice/month Three or more/week			
Opportunity for Study	☒					
Orchestral Music	☒					
Painting (fabric)	☒					
Painting (oils)	☒					
Painting (water colors)	☒					
Photography	☒					
Pre-school Program	☒					
Pottery making	☒					
Printing	☒					
Puppetry	☒					
Quilting	☒					
Radio (repair & construction)	☒					
Radio (short-wave)	☒					
Reading (fiction)	☒					
Reading (non-fiction)	☒					

Recreational Activities	In which ones do you participate now? As Active Participant Spectator	How Often?		What activities would you like to take part in or to do more?	What are your reasons for not taking part in or participating more in the activities desired?	Indicate which activities you are able to lead or instruct?
		Seldom	Once or twice/month			
Reading (poetry)	Active Participant	-----	-----			
Rock collecting	Active Participant	-----	-----			
Science	Active Participant	-----	-----			
Sculpturing	Active Participant	-----	-----			
Sewing	Active Participant	-----	-----			
Soap Carving	Active Participant	-----	-----			
Stagecraft	Active Participant	-----	-----			
Stamp Collecting	Active Participant	-----	-----			
Wood Working	Active Participant	-----	-----			
Writing	Active Participant	-----	-----			
Relaxation	Active Participant	-----	-----			
Other	Active Participant	-----	-----			
SOCIAL ACTIVITIES						
Bingo	Active Participant	-----	-----			
Bridge	Active Participant	-----	-----			
Cards	Active Participant	-----	-----			

Recreational Activities	In which ones do you participate now? As S Spectator	How Often?		What activities would you like to take part in or to do more?	What are your reasons for not taking part in or participating more in the activities desired?	Indicate which activities you are able to lead or instruct?
		Seldom	Once or twice/month Once or twice/week Three or more/week			
Checkers						
Chess						
Cribbage						
Dance (ballroom)						
Dance (folk)						
Dance (modern)						
Dance (South American)						
Dance (Square)						
Darts						
Dominoes						
Social Parties						
Watch T.V.						
Other						

13. What was the last year you attended the Stampede in High Prairie?

If you did not attend this year, why? _____

14. What was the last year you attended the Winter Carnival in High Prairie? _____

If you did not attend this year, why? _____

15. Do you think the Stampede should be continued?

Yes _____ No _____

Don't Know _____

16. Do you think the Winter Carnival should be continued? Yes _____
No _____ Don't Know _____
17. If you attended the Stampede this year, what did you like most? _____

18. If you attended the Winter Carnival this year, what did you like most? _____

19. Do you think the Stampede activities should be changed? Yes _____ No _____
How? _____

20. Do you think the Winter Carnival activities should be changed? Yes _____ No _____
How? _____

21. Which of the following ways inform you most of what is going on in the community? (circle 2)
- | | |
|---------------------------|----------------------|
| Radio | Talking to People |
| T.V. | Church Announcements |
| Newspapers | School Circulars |
| Posters, Bulletins, Signs | |
| Other _____ | |

BACKGROUND INFORMATION

22. What is your age (circle)?
- | | | | |
|---------|---------|---------|---------|
| 0 - 4 | 20 - 24 | 40 - 44 | 60 - 64 |
| 5 - 9 | 25 - 29 | 45 - 49 | 65 + |
| 10 - 14 | 30 - 34 | 50 - 54 | |
| 15 - 19 | 35 - 39 | 55 - 59 | |
23. What is your sex (circle)?
- | | |
|------|--------|
| Male | Female |
|------|--------|

24. Racial Origin (circle).

Caucasian

Negroid

Eskimo

Oriental

Indian

Polynesian

Metis

25. Educational Background (circle)

Grades 1 - 6

7 - 8

9 - 10

11 - 12

University (indicate years) _____

26. Occupation _____

27. Yearly Income (after deductions)

\$ 0 - 999

\$ 4,000 - 4,999

1,000 - 1,999

5,000 - 5,999

2,000 - 2,999

6,000 - 9,999

3,000 - 3,999

10,000 + over

APPENDIX B

PART II

SPOUSE RECREATION SURVEY

1. Household I.D. _____

Recreational Activities	2. In which ones do you participate now?		3. How Often?		4. What activities would you like to take part in or to do more?	5. What are your reasons for not taking part in or participating more in the activities desired?	6. Indicate which activities you are able to lead or instruct?
	As Spectator	Actively	Seldom	Once or twice/week			
PHYSICAL ACTIVITIES							
Archery							
Archery Golf							
Badminton							
Baseball							
Basketball							
Bicycling							
Bird Watching							
Boating (Ice)							
Boating (Outboard)							
Boating (Row)							
Boating (Sail)							
Boating (Speed)							
Bowling (carpet)							
Bowling (Five-Pin)							
Bowling (Lawn)							

Recreational Activities	In which ones do you participate now? As Actively Spectator	How Often?		What activities would you like to take part in or to do more?	What are your reasons for not taking part in or participating more in the activities desired?	Indicate which activities you are able to lead or instruct?
		Seldom	Once or twice/month			
Bowling (Ten-Pin)						
Boxing						
Broomball						
Camping						
Canoeing						
Cookouts						
Cricket						
Curling						
Diving (pool)						
Diving (Scuba)						
Diving (Sky)						
Fastball						
Fencing						
Fishing						
Football (12 man)						
Football (C or 8 man)						
Football (touch or flag)						

Recreational Activities	In which ones do you participate now?		How Often?		What activities would you like to take part in or to do more?	What are your reasons for not taking part in or participating more in the activities desired?	Indicate which activities you are able to lead or instruct?
	As Spectator	Actively	Seldom	Once or twice/month			
Golf	/	/					
Gymnastics	/	/					
Handball	/	/					
Hiking	/	/					
Hockey (Field)	/	/					
Hockey (Ice)	/	/					
Horseback Riding	/	/					
Horseshoes	/	/					
Hunting (Big Game)	/	/					
Hunting (Game Birds)	/	/					
Hunting (Small Game)	/	/					
Judo	/	/					
Karate	/	/					
Lacrosse	/	/					
Low-organized games	/	/					

Recreational Activities	In which ones do you participate now?		How Often?		What activities would you like to take part in or to do more?	What are your reasons for not taking part in or participating more in the activities desired?	Indicate which activities you are able to lead or instruct?
	As Spectator	Actively	Seldom	Once or twice/month			
Physical Fitness Activities							
- Weights							
- Jogging							
- Isometrics							
Picnicing							
Poof, Billiards, Snooker							
Rugger							
Skating (Basic Skills)							
Skating (Figure)							
Skating (Ice)							
Skating (Roller)							
Skating (Speed)							
Shooting (Skeet)							
Shooting (Target)							
Shooting (Trap)							
Skiing (Cross-country)							

Recreational Activities	In which ones do you participate now?		How Often?		What activities would you like to take part in or to do more?	What are your reasons for not taking part in or participating more in the activities desired?	Indicate which activities you are able to lead or instruct?
	As Spectator	Actively	Seldom	Once or twice/month			
Skiing (Downhill)			-----	-----			
Skiing (Water)			-----	-----			
Soccer			-----	-----			
Swimming (Beach or Pool)			-----	-----			
Swimming (Competitive)			-----	-----			
Swimming (Synchronized)			-----	-----			
Tennis (court)			-----	-----			
Tennis (table)			-----	-----			
Tetherball			-----	-----			
Track & Field			-----	-----			
Tobogganing			-----	-----			
Tumbling			-----	-----			
Volleyball			-----	-----			
Water Polo			-----	-----			
Weight Training			-----	-----			
Wrestling			-----	-----			

Recreational Activities	In which ones do you participate now? As <u>Active</u> <u>Spectator</u>	How Often?		What activities would you like to take part in or to do more?	What are your reasons for not taking part in or participating more in the activities desired?	Indicate which activities you are able to lead or instruct?
		Seldom	Once or twice/month Once or twice/week Three or more/week			
Other (please indicate)						
CULTURAL ACTIVITIES						
Airplane (model)						
Amateur Shows						
Ballet						
Basketry						
Baton						
Bible Study						
Camera (picture taking)						
Camera (movies)						
Charm Class						
Chorus						
Coin Collecting						

PERSONAL RECREATION ACTIVITIES

Recreational Activities	In which ones do you participate now?		How often?		What activities would you like to take part in or to do more?	What are your reasons for not taking part in or participating more in the activities offered?	Indicate which activities you are able to lead or instruct?
	As a spectator	Actively	Seldom or once or twice/week	Frequently or three or more/week			
Cooking	/	/	-----	-----			
Crafts	/	/	-----	-----			
Crocheting	/	/	-----	-----			
Dance (Baton & Tap)	/	/	-----	-----			
Dance (Tap Ballet)	/	/	-----	-----			
Dance (Folk, Square)	/	/	-----	-----			
Dance (modern, interpretive)	/	/	-----	-----			
Debate	/	/	-----	-----			
Dogs	/	/	-----	-----			
Dramatics	/	/	-----	-----			
Drawing	/	/	-----	-----			
Embroidery	/	/	-----	-----			
First Aid	/	/	-----	-----			
Forums	/	/	-----	-----			
Gardening	/	/	-----	-----			

Recreational Activities	In which ones do you participate now?		How Often?		What activities would you like to take part in or to do more?	What are your reasons for not taking part in or participating more in the activities desired?	Indicate which activities you are able to lead or instruct?
	As Spectator	Actively	Seldom	Once or twice/month			
Home Made Games							
Kite Making							
Knitting							
Instrumental Music							
Leathercraft							
Lectures & Concerts							
Library							
Linoleum Block Printing							
Metal Craft							
Model Making							
Movies (educational)							
Movies (feature)							
Needlecraft							
Newspaper Staff							

Recreational Activities	In which ones do you participate now? As Spectator / Actively	How Often?		What activities would you like to take part in or to do more?	What are your reasons for not taking part in or participating more in the activities desired?	Indicate which activities you are able to lead or instruct?
		Seldom	Once or twice/month Once or twice/week three or more/week			
Opportunity for Study						
Orchestral Music						
Painting (fabric)						
Painting (oils)						
Painting (water colors)						
Photography						
Pre-school Program						
Pottery making						
Printing						
Puppetry						
Quilting						
Radio (repair & construction)						
Radio (short-wave)						
Reading (fiction)						
Reading (non-fiction)						

Recreational Activities	In which ones do you participate now?		How Often?		What activities would you like to take part in or to do more?	What are your reasons for not taking part in or participating more in the activities desired?	Indicate which activities you are able to lead or instruct?
	As Spectator	Actively	Seldom	Once or twice/month Once or twice/week Three or more/week			
Reading (poetry)				-----			
Rock collecting				-----			
Science				-----			
Sculpturing				-----			
Sewing				-----			
Soap Carving				-----			
Stagecraft				-----			
Stamp Collecting				-----			
Wood Working				-----			
Writing				-----			
Relaxation				-----			
Other				-----			
SOCIAL ACTIVITIES							
Bingo				-----			
Bridge				-----			
Cards				-----			

Recreational Activities	In which ones do you participate now? As Spectator	How Often?		What activities would you like to take part in or to do more?	What are your reasons for not taking part in or participating more in the activities desired?	Indicate which activities you are able to lead or instruct?
		Seldom	Once or twice/month Once or twice/week Three or more/week			
Checkers						
Chess						
Cribbage						
Dance (ballroom)						
Dance (folk)						
Dance (modern)						
Dance (South American)						
Dance (Square)						
Darts						
Dominoes						
Social Parties						
Watch T.V.						
Other						

BACKGROUND INFORMATION

7. What is your age? (circle)

0 - 4	35 - 39
5 - 9	40 - 44
10 - 14	45 - 49
15 - 19	50 - 54
20 - 24	55 - 59
25 - 29	60 - 64
30 - 34	65 +

8. What is your sex? (circle)

Male

Female

9. Racial Origin (circle)

Caucasian

Negroid

Eskimo

Oriental

Indian

Polynesian

Metis

10. Educational Background (circle)

Grades 1 - 6

7 - 8

9 - 10

11 - 12

University (indicate years) _____

11. Occupation _____

12. Yearly income (after deductions)

\$ 0 - 999

\$ 4,000 - 4,999

1,000 - 1,999

5,000 - 5,999

2,000 - 2,999

6,000 - 9,999

3,000 - 3,999

10,000 + over

APPENDIX B

PART III

CHILD RECREATION SURVEY

(10 years old & above)

1. Household I.D. _____

2. Age Group: 9 - 11
 12 - 14
 15 - 17
 18 + (Please State)

3. Sex _____

4. Recreational Activities	5. In which ones do you participate now? As ☐ Spectator ☐ Actively	6. How Often? Seldom ☐ Once or twice/month ☐ Three or more/week ☐	7. What activities would you like to take part in or to do more?	8. What are your reasons for not taking part in or participating more in the activities desired?	9. Indicate which activities you are able to lead or instruct?
PHYSICAL ACTIVITIES					
Archery	☐	☐	☐	☐	☐
Archery Golf	☐	☐	☐	☐	☐
Badminton	☐	☐	☐	☐	☐
Baseball	☐	☐	☐	☐	☐
Basketball	☐	☐	☐	☐	☐
Bicycling	☐	☐	☐	☐	☐
Bird Watching	☐	☐	☐	☐	☐
Boating (Ice)	☐	☐	☐	☐	☐
Boating (Outboard)	☐	☐	☐	☐	☐
Boating (Row)	☐	☐	☐	☐	☐
Boating (Sail)	☐	☐	☐	☐	☐
Boating (Speed)	☐	☐	☐	☐	☐
Bowling (Carpet)	☐	☐	☐	☐	☐
Bowling (Five-Pin)	☐	☐	☐	☐	☐
Bowling (Lawn)	☐	☐	☐	☐	☐

Recreational Activities	In which ones do you participate now? As <u>Active</u> <u>Spectator</u>	How Often?		What activities would you like to take part in or to do more?	What are your reasons for not taking part in or participating more in the activities desired?	Indicate which activities you are able to lead or instruct?
		Seldom	Once or twice/month Once or twice/week Three or more/week			
Bowling (Ten-Pin)	/					
Boxing	/					
Broomball	/					
Camping	/					
Canoeing	/					
Cookouts	/					
Cricket	/					
Curling	/					
Diving (pool)	/					
Diving (Scuba)	/					
Diving (Sky)	/					
Fastball	/					
Fencing	/					
Fishing	/					
Football (12 man)	/					
Football (6 or 8 man)	/					
Football (touch or flag)	/					

Recreational Activities	In which ones do you participate now? As Actively Spectator	How Often?		What activities would you like to take part in or to do more?	What are your reasons for not taking part in or participating more in the activities desired?	Indicate which activities you are able to lead or instruct?
		Seldom	Once or twice/month Once or three or more/week			
Golf	/					
Gymnastics	/					
Handball	/					
Hiking	/					
Hockey (Field)	/					
Hockey (Ice)	/					
Horseback Riding	/					
Horseshoes	/					
Hunting (Big Game)	/					
Hunting (Game Birds)	/					
Hunting (Small Game)	/					
Judo	/					
Karate	/					
Lacrosse	/					
Low-organized games	/					

Recreational Activities	In which ones do you participate now? As Spectator	How Often?		What activities would you like to take part in or to do more?	What are your reasons for not taking part in or participating more in the activities desired?	Indicate which activities you are able to lead or instruct?
		Seldom	Once or twice/month Once or twice/week Three or more/week			
Physical Fitness Activities						
- Weights						
- Jogging						
- Isometrics						
Picnicing						
Poof, Billiards, Snooker						
Rugger						
Skating (Basic Skills)						
Skating (Figure)						
Skating (Ice)						
Skating (Roller)						
Skating (Speed)						
Shooting (Skeet)						
Shooting (Target)						
Shooting (Trap)						
Skiing (Cross-country)						

Recreational Activities	In which ones do you participate now?		How Often?		What activities would you like to take part in or to do more?	What are your reasons for not taking part in or participating more in the activities desired?	Indicate which activities you are able to lead or instruct?
	As Spectator	Actively	Seldom	Once or twice/week			
Skiing (Downhill)			-----	-----			
Skiing (Water)			-----	-----			
Soccer			-----	-----			
Swimming (Beach or Pool)			-----	-----			
Swimming (Competitive)			-----	-----			
Swimming (Synchronized)			-----	-----			
Tennis (court)			-----	-----			
Tennis (table)			-----	-----			
Tetherball			-----	-----			
Track & Field			-----	-----			
Tobogganing			-----	-----			
Tumbling			-----	-----			
Volleyball			-----	-----			
Water Polo			-----	-----			
Weight Training			-----	-----			
wrestling			-----	-----			

Recreational Activities	In which ones do you participate now? As ☐ Spectator ☐ Actively	How Often?		What activities would you like to take part in or to do more?	What are your reasons for not taking part in or participating more in the activities desired?	Indicate which activities you are able to lead or instruct?
		Seldom	Once or twice/month Once or twice/week, more/week			
Cooking	☒					
Crafts	☒					
Archery	☒					
Dance (Baton & Tap)	☒					
Dance (Tap Ballet)	☒					
Dance (Folk, Square)	☒					
Dance (modern, interpretive)	☒					
Debate	☒					
Dogs	☒					
Dramatics	☒					
Drawing	☒					
Embroidery	☒					
First Aid	☒					
Forums	☒					
Gardening	☒					
Glass Collecting	☒					

Recreational Activities	In which ones do you participate now? As <u>Active</u> Participant As <u>Spectator</u>	How Often? Seldom Once or twice/week Three or more/week	Once or twice/month Three or more/week	What activities would you like to take part in or to do more?	What are your reasons for not taking part in or participating more in the activities desired?	Indicate which activities you are able to lead or instruct?
Home Made Games	/	-----	-----			
Kite Making	/	-----	-----			
Knitting	/	-----	-----			
Instrumental Music	/	-----	-----			
Leathercraft	/	-----	-----			
Lectures & Concerts	/	-----	-----			
Library	/	-----	-----			
Linoleum Block Printing	/	-----	-----			
Metal Craft	/	-----	-----			
Model Making	/	-----	-----			
Movies (educational)	/	-----	-----			
Movies (feature)	/	-----	-----			
Needlecraft	/	-----	-----			
Newspaper Staff	/	-----	-----			

Recreational Activities	In which ones do you participate now?		How Often?		What activities would you like to take part in or to do more?	What are your reasons for not taking part in or participating more in the activities desired?	Indicate which activities you are able to lead or instruct?
	As Spectator	Actively	Seldom	Once or twice/week	Once or twice/month	three or more/week	
Opportunity for Study							
Orchestral Music							
Painting (fabric)							
Painting (oils)							
Painting (water colors)							
Photography							
Pre-school Program							
Pottery making							
Printing							
Puppetry							
Quilting							
Radio (repair & construction)							
Radio (short-wave)							
Reading (fiction)							
Reading (non-fiction)							

Activities	you participate now? As Spectator	Seldom Once or twice/week	Once or twice/month three or more/week	what are your reasons for not taking part in or participating more in the activities desired?	indicate which activities you are able to lead or instruct?
Reading (poetry)		-----	-----		
Book collecting		-----	-----		
Science		-----	-----		
Culpturing		-----	-----		
sewing		-----	-----		
Soap Carving		-----	-----		
Stagecraft		-----	-----		
Stamp Collecting		-----	-----		
Food Working		-----	-----		
Writing		-----	-----		
Relaxation		-----	-----		
Other		-----	-----		
SOCIAL ACTIVITIES					
Bingo		-----	-----		
Bridge		-----	-----		
Cards		-----	-----		

Recreational Activities	In which ones do you participate now? As Spectator	How Often?		What activities would you like to take part in or to do more?	What are your reasons for not taking part in or participating more in the activities desired?	Indicate which activities you are able to lead or instruct?
		Seldom	Once or twice/week, more/week			
Checkers	/	-----	-----			
Chess	/	-----	-----			
Billiards	/	-----	-----			
Dance (ballroom)	/	-----	-----			
Dance (folk)	/	-----	-----			
Dance (modern)	/	-----	-----			
Dance (South American)	/	-----	-----			
Dance (Square)	/	-----	-----			
Arts	/	-----	-----			
Dominoes	/	-----	-----			
Social Parties	/	-----	-----			
Watch T.V.	/	-----	-----			
Other	/	-----	-----			
	/	-----	-----			
	/	-----	-----			

9. What was the last year you attended the Stampede in High Prairie?

10. If you did not attend this year, why? _____

11. What was the last year you attended the Winter Carnival in High Prairie? _____

If you did not attend this year, why? _____

12. Do you think the Stampede should be continued?

Yes _____ No _____

Don't Know _____

13. Do you think the Winter Carnival should be continued? Yes _____

No _____ Don't Know _____

14. If you attended the Stampede this year, what did you like most? _____

15. If you attended the Winter Carnival this year, what did you like most? _____

16. Do you think the Stampede activities should be changed? Yes _____ No _____

How? _____

17. Do you think the Winter Carnival activities should be changed?

Yes _____ No _____

How _____

18. Which of the following ways inform you most of what is going on in the community? (circle 2)

Radio

Talking to People

T.V.

Church Announcements

Newspapers

School Circulars

Posters, Bulletins, Signs

Other _____

APPENDIX C

REGIONAL RECREATION ADMINISTRATION
IMPLICATIONS FROM A STUDY OF CENTRAL PLACES IN
THE PEACE RIVER REGION

APPENDIX C

REGIONAL RECREATION ADMINISTRATION IMPLICATIONS FROM A STUDY OF CENTRAL PLACES IN THE PEACE RIVER REGION *

A. INTRODUCTION

The Study viewed the region as being a set of consumers of goods and services; then examined the behavior of these consumers in order to yield policy suggestions concerning trade areas of influence of various communities. The information presented was intended to be used as a component for policy guidelines for the Peace River Planning Commission until the final regional plan was produced. The information gathered was intended to be used in a preliminary plan to direct input, determine service center roles and designate sub-regions based upon functional interaction.

It is for this reason that selected data taken from this study is used here as a guide in determining (a) a justification for the establishment of a sound recreation service program, and (b) a physical area that can be economically and realistically administered. Supporting information from Webster's Study is presented in two sections under the titles cited above.

In the Study, central place theory is defined as being concerned with the location, size, nature and spacing of clusters of urban activity based on the availability of goods and services in trading areas centered in these settlements. It is emphasized that in order for the market or trading area to be justified it must be large enough to justify the existence of the goods or services in relation to actual normal profits.

B. JUSTIFICATION FOR ESTABLISHMENT OF A REGIONAL RECREATION AUTHORITY IN HIGH PRAIRIE AREA

From analysis of the data in the Central Place Study, indications are that, in the Peace River Region, a service center requires a minimum of 900 - 1,000 persons before it can be reasonably sure that its growth will be self perpetuating. It was also found that 81.9% of the urban populace live in fifteen (15) centers, of which High Prairie is one. High Prairie's 1970 population was reported to be 2,560**.

* Adapted by D. H. O'Donnell, 1972, from Webster, D. R.; Central Places in the Peace River Region of Alberta, Peace River Planning Commission, Grande Prairie, Alberta; November, 1971.

** 1970 Population of Cities, Towns and Villages, Provincial Planning Branch, Municipal Affairs, Government of Alberta.

1. Classification of Centers

Communities included in the Central Place Study were assigned to one of three groups according to the type and quality of goods or services provided. Low-order centers were defined as serving a very small trading area and providing only convenience goods and services (grocery stores, elementary schools, cafes, etc.).

Medium-order centers were defined as serving a medium-sized trading area and providing goods and services requiring average length trips and demanding medium frequency of use (liquor stores, hardware stores, secondary schools and hotels).

High-order centers were defined as serving a large area with a wide variety of goods and services (shopping and comparison goods and services).

2. Placement of High Prairie in the Community Hierarchy

The Town of High Prairie was classified to be in the middle-order and high-order group of centers.

Middle-Order Center Classification

Since the Town can supply low-order as well as middle-order functions, it is possible that it can share in 71.1% of the trade income of the region.

From a table entitled "Middle-Order Centers: Dominant Trade Areas", the following information can be isolated:

- (a) Rank order of importance as a middle-order center in the region.....4th
- (b) Actual Dominant Trade Area Population in 1971....6,661
- (c) Expected Dominant Trade Area Population in 1971..6,461

It could be concluded from this data that the population served by the Town's recreation program would not be less than about 6,560 persons, even though the actual population of the Town ranged from official sources between 2,329* - 2,560*.

The Study further stated that High Prairie dominates the trading area in the south-eastern part of the Peace River Planning Region and that it possesses an area larger than previously realized and expected.

* Municipal Affairs, Planning Branch: Underwood and McLellan & Assoc. Ltd., Preliminary Report, December, 1971.

High-Order Center Classification

Only six high-order centers were named. In order of importance, High Prairie ranked 5th and the following information can be isolated:

- (a) Dominant Trade Area Population for 1971.....4,261
- (b) Percentage of Region's Population Served by High Prairie..
...48%.

According to Webster, "High Prairie is a high-order center, but possesses a small trade area for such functions. It loses comparative advantage to Peace River in the north, Edmonton to the south and east, and Grande Prairie to the west.

"Any center which has attained high-order status is virtually assured future growth because of the value of the high-order function in the trade sector within the region."

Webster further states that the percentage of an urban center's market that is generated by people living outside of the center is a good indicator of the dominance of that center and also of the sensitivity of the center in question to the changes in the economic health of the hinterland.

In a table entitled "Service Centers: Dominant Hinterland Population Ratios", High Prairie experiences approximately equal influence (1 to 1.6) on the surrounding area as a middle-order center and an influence slightly below the urban population (1 to .7) as a higher-order center.

3. Transportation and Reasons for Travel

In a table entitled "Reasons for Entering Representative Centers According to Residents of the Peace River Region..." the following rank order of reasons for travelling to High Prairie were given:

- 1. Business reasons
- 2. Pleasure (and/or recreation)
- 3. Shopping
- 4. Enroute elsewhere

By comparison, only two centers indicated pleasure as a first reason for entering a community.....Grande Cache and Edmonton. Only one center indicated pleasure as a third reason or less..... Grande Prairie.

4. Selected Recommended Policy from the Central Place Study for Future Servicing and the Implications for Regional Recreation Administration

(a) Any decision to locate services or facilities in low-order towns should be done with extreme caution.

RECREATIONAL IMPLICATION

Considerable planning should be done before recreation programs and facilities are established in the communities in the proposed recreation region with population of less than 900 - 1,000.

(b) Those low-order centers that are not designated for any particular servicing role should be allowed to naturally evolve a function or naturally decline.

RECREATIONAL IMPLICATION

Low-order centers should be allowed to continue present recreation programs with help where needed. No new programs or facilities should be established without a thorough study of the situation.

(c) Where there is some concern over the future viability of an urban center, but service facilities have to be provided, it is suggested that prefabricated buildings be used so that they can be readily moved if the settlement experiences severe decline.

RECREATIONAL IMPLICATION

In low-order communities where the stability of a recreation program is in question, mobile or portable facilities should be used. Examples may include a mobile library, changing rooms and a portable pool.

(d) In cases where people have no access to basic essential services, and the demand for the service is too low to justify a fixed facility, mobile units should be considered.

RECREATIONAL IMPLICATION

In those centers where services are low, mobile units for arts and crafts, change rooms, libraries and aquatics are possible.

(e) Providers of public functions must be aware of their respective hinterlands and provide information to these hinterlands.

RECREATIONAL IMPLICATION

An information distribution system must be developed for a regional recreation administration which has the potential of informing everyone in the area of program services. It must be more than the use of radio and posters.

(f) It is suggested that native settlements be self-supporting relative to low-order goods and services. They should be encouraged to contain functions equivalent to those found in comparable sized non-native settlements.

RECREATIONAL IMPLICATION

The Metis and Indian areas in the proposed region should be encouraged to develop their own programs and facilities for their own people with help from the main regional recreation administration authority. Chosen individuals from these settlements should be sponsored and sent to recreation leadership schools.

(g) The long distances between middle-order centers means that transportation - communication networks have to be established.

RECREATIONAL IMPLICATION

Public transportation should be available on the week-ends so that those wishing to use centrally located recreation facilities can do so.

(h) It is not recommended that urban centers continue in the same roles that they presently represent. Development of the area means that existing centers will have to occupy more advanced roles than at present.

RECREATIONAL IMPLICATION

High Prairie has a very high potential for expanding that part of Alberta. A regional recreation administration centered in the Town could supply a very stable and ordered development in the area on the west end of Lesser Slave Lake.

(i) Middle and high-order centers should be permanent bases for resource (and service) development.

RECREATIONAL IMPLICATION

High Prairie is the only center classified as middle and high-order in that part of the Peace River Region. It is the most obvious base for recreation resource and service development in the area.

(j) The fact that a lower demand population exists or that the per capita costs of providing a service are high is not sufficient reason for not providing a service. Government must realize that resource regions, because they require large amounts of new servicing, represent an investment in the future.

RECREATIONAL IMPLICATION

Because of the fact that the population is isolated over a large area an effort should be made to provide most of the basic services people in high-density areas take for granted. Governments (provincial and federal) should be willing to subsidize for a reasonable time the offering of recreation programs and the development of recreation facilities if planned for on a regional basis.

5. Selected Conclusions from the Central Place Study and Implications for Regional Recreation Administration

(a) Haphazard location of service functions results in facilities being duplicated relative to nearby towns and/or lack of availability of facilities, or their inability to obtain the necessary capital to finance.

RECREATIONAL IMPLICATIONS

Planning on a regional basis for placement of facilities and capital expenditure could reduce duplications of programs and make more recreational outlets available to the people in a particular area.

(b) Low-order towns must act co-operatively in obtaining certain services. Such facilities should be grouped in the most dominant middle-order town area so that one trip to such a town can accomplish many tasks. The cost of such facilities must be borne by all communities serviced according to their respective populations.

RECREATIONAL IMPLICATIONS

The proposed grouping of towns, villages, Metis colonies and Indian reserves with High Prairie is justified by this conclusion.

(c) The middle-order centers should contain a side range of services, one of which should be good regional recreation facilities. If these centers do not have them already, they should attempt to develop them as soon as possible.

C. PROPOSED AREA DESIGNATION FOR A HIGH PRAIRIE REGIONAL RECREATION ADMINISTRATION

Under the middle-order classification, High Prairie serves, in its trading area, the communities of:

Atikameg
Gift Lake
Grouard Mission
East Prairie Metis Colony
Sucker Creek Indian Reserve
Big Prairie Indian Reserve
Joussard

Under the high-order classification, High Prairie serves the communities of:

Triangle
Enilda

Since the Town's area of influence is primarily lineal in form it should be reasonable to assume that more people to the east should be included in the proposed recreation region. It is therefore suggested that Driftpile and Faust also be considered for inclusion. This could only be justified however, if further study indicates that there is more of a movement of people to High Prairie than to Kinuso*.

Therefore, the proposed Region for Recreation Administration should attempt to include, on a phased program of involvement, all of the aforementioned communities according to the following sequence:

PHASE I All communities within a 12-mile radius

PHASE II All communities within a 24-mile radius

PHASE III All communities within a 36-mile radius.

* It is the author's experience in the area that suggests that this is 75% true.

APPENDIX D

HIGH PRAIRIE INVENTORY OF RECREATION

PROGRAMS: QUESTIONNAIRE

APPENDIX D

HIGH PRAIRIE INVENTORY OF RECREATION
PROGRAMS: QUESTIONNAIRE

I. PROGRAM IDENTIFICATION

A. Program I.D.

B. Name of Program

C. What are the conceptual objectives of the program?

D. Indicate the operational objectives or need(s) that the program fulfills.

1. Sports and Recreation:

(a) Athletics

(b) Arts and Crafts

(c) Literary and Historical

(d) Social

(e) Nature and Camping

(f) Performing Arts

II. RESPONSIBLE AGENCY

A. Name of Agency

B. Address

C. Phone

D. Office days and hours

E. Political Status, Private, Municipal, Provincial, Federal.

III. PERSONS RESPONSIBLE FOR PROGRAM

A. Names and titles

IV. CONTRIBUTING AGENTS

A. Have any agencies contributed in the last year?

B. List according to contribution: in terms of people, money, facilities, equipment, machinery or written information.

V. PROGRAM MEMBER

- A. Is there a limit in membership?
- B. Minimum - Maximum requirements
- C. Program for male - female
- D. Fees and restrictions

VI. PROGRAM BUDGETING

- A. Professional and clerical salaries
- B. Facility rental or maintenance
- C. Equipment and machinery
- D. Information, books, reports
- E. Staff training

VII. PROGRAM AUTHORITY STRUCTURE

- A. Organizational chart
- B. Constitution

VIII. PROGRAM SETTING

- A. Registration
- B. Location

IX. PROGRAM OPERATION

- A. Written plan
- B. Evaluation
- C. Plan for future developments

APPENDIX E

QUESTIONNAIRES RETURNED AND
EXPECTED PER HOUSEHOLDS SAMPLED

APPENDIX E*

	<u>Head</u>	<u>Spouse</u>	<u>Children</u>		<u>Head</u>	<u>Spouse</u>	<u>Children</u>
1.	1/1	1/1	1/2	31.	1/1	0/1	7/7
2.				32.	1/1	1/1	1/1
3.	1/1	0/1	8/8	33.			
4.				34.	1/1	1/1	3/3
5.	1/1	1/1	2/2	35.	0/1	1/1	2/2
6.	1/1	0/0	0/0	36.	1/1	1/1	0/0
7.				37.	0/1	1/1	0/0
8.	1/1	1/1	4/4	38.	1/1	0/1	0/0
9.				39.	1/1	0/0	1/1
10.	1/1	0/1	4/6	40.			
11.	0/1	1/1	6/7	41.	1/1	0/0	0/0
12.				42.	0/1	1/1	0/0
13.				43.			
14.	1/1	1/1	2/3	44.	1/1	1/1	0/0
15.	1/1	1/1	2/2	45.			
16.				46.	1/1	1/1	4/4
17.				47.			
18.				48.	0/1	1/1	2/2
19.	1/1	1/1	2/2	49.	1/1	1/1	2/2
20.				50.	1/1	0/0	0/0
21.				51.	1/1	1/1	1/1
22.	1/1	0/0	0/0	52.	0/1	0/1	4/4+
23.				53.			
24.	1/1	1/1	3/3	54.	1/1	1/1	0/0
25.	0/1	1/1	2/2	55.	1/1	0/0	0/2
26.	0/1	1/1	0/0	56.	0/1	1/1	3/3
27.				57.			
28.				58.	1/1	0/0	0/0
29.				59.			
30.	1/1	1/1	2/3	60.	1/1	1/1	4/5
				61.			

* 1/2 = 1 returned/2 expected

APPENDIX F

LESSER SLAVE LAKE PROVINCIAL PARK

APPENDIX F

LESSER SLAVE LAKE PROVINCIAL PARK

Description:

Lesser Slave Lake Park was established by Order-in-Council No. 1152/66, and contains 17,852.26 acres in Townships 73, 74 and 75, Ranges 5 and 6, West of the 5th Meridian.

Location:

This park lying along the east shore of Lesser Slave Lake has approximately 14 miles of shoreline.

Lying to the north of the Lesser Slave River, two miles north of the Town of Slave Lake, access is by the District Highway leading to Wabasca.

Potential:

Keeping in mind that "The fundamental and important obligation in the administration of parks is to preserve from impairment all significant objects and features of nature in the park while providing the opportunity for enjoyment of the park and its natural recreational activities and developments in perpetuity", this park has been classified as a Provincial Park.

A Provincial Park is defined as a tract of land offering a variety of outdoor recreational opportunities and containing areas of natural scenic beauty or historical significance. It provides recreational facilities in harmony with the preservation of significant or historical features; but always so as to minimize improvement.*

Since activities in parks should relate to appreciation of nature and our heritage, the following guidelines for park use are appropriate:

1. Picnicing
2. Swimming, boating and fishing
3. Camping
4. Hiking, sightseeing and photography
5. Nature appreciation
6. Winter recreation

* Provincial Parks Policy Statement - Legislature 1967

During the summer season, 1967, a program for development of master plans was initiated, and approximately 50% of our Provincial Parks in the province had the conceptual plans for park use prepared.

Plans for Slave Lake Park were scheduled for 1968 or later, depending upon the following factors:

1. Priority rating - This park is a recent acquisition to the Provincial Park System, and demands are greater for areas closer to larger centers of population.

2. Timing - Availability of personnel and funds for continuation of master planning program.

3. Oil field activity - When the park was established in 1962, this activity was apparently at its peak and knowledge of the extent of this greatly affects the master plan.

4. Availability of development funds.

5. Highway access - This is probably the primary reason for delay of the development plan to date.

To develop a plan for a park to include a lakeshore drive which in reality is an arterial highway restricts the potential of the park drastically.

One fundamental rule in park design is the elimination of through traffic from park development areas. Lesser Slave Lake Park is basically a water oriented identity with the emphasis of use focused on the shoreline.

It is imperative that the highway route be finalized and if possible in a locality removed from the lakeshore to fully utilize the potential of this park for outdoor recreation.

The Provincial Parks Division will continue to maintain the present facilities established by the Alberta Forest Service and will schedule the preparation of the Master Plan at the first appropriate opportunity.

The generation of direct employment at a park is greatest during time of capital construction; roads, campgrounds, buildings and other park structures, etc..

Operating a park only provides the opportunity for employment in direct ratio to the amount of patronage.

The greatest benefits derived from a park area are twofold:

1. The aesthetic value to park users, those recreations which are good for physical and mental health.
2. The trade to the area generated by the park patrons.

APPENDIX G

RECREATION ADMINISTRATION ANALYSIS CHECKLIST

APPENDIX G

RECREATION ADMINISTRATION ANALYSIS CHECKLIST

DEPARTMENT OF CULTURE, YOUTH AND RECREATION - PROVINCE OF ALBERTA
RECREATION BRANCH

NOTE: This short form checklist is a summary of adapted standards and evaluative criteria of the National Recreation Association as developed by the Great Lakes District Program Standards Committee in 1965. The original evaluative form has 35 standards in six categories. This checklist examines:

- a) Philosophy - Goals
- b) General Administration
- c) Programming
- d) Personnel
- e) Area, Facility, Equipment Administration
- f) Evaluation

In order to complete the inventory, simply check (x) in the space provided. Statements not checked will be considered to be NOT EXISTING in a particular recreation program. Include all printed material that relates when handing in the completed inventory.

PHILOSOPHY AND GOALS

1. Philosophy

- Department has written statements of purpose as to the role of recreation in the community.
- Personnel have stated philosophy toward recreation as a profession.

2. Goals

- Goals are written
- Long-term goals - Short-term goals
- Comparable with aims and objectives of recreation profession
- Developed, established and reviewed with staff and community
- Attainable based upon existing and potential resources
- Known to all personnel, government units, authority, related organizations.

GENERAL ADMINISTRATION

1. Organizational Structure

- Power of managing recreation authority set forth by legal document.
- Responsibility for policy-making.
- Written guidelines for relationship between administrative and policy making body.
- Administration (administrator) responsible to managing authority.
- Distinction made between policies, rules, regulations, operational procedures.
- Regular monthly meetings of policy-making body.

2. Administrative Manual

- Organizational chart specifying interrelationship of staff
- Policies, ___ rules and regulations, ___ operational procedures, ___ forms, ___ charges and fees, ___ system of requisition, ___ inventories, ___ laws under which the department is operating: ___ provincial, ___ local ordinances and resolutions, ___ authorizations for co-operations, ___ land zoning, ___ land subdividing, ___ bonding procedures.

3. Co-operative Community Planning

- Zoning commissions, ___ city council, ___ school boards, ___ town (city) planning, ___ provincial organizations, ___ community planning groups, ___ regional planning.

4. Co-operative Operations Agreements

- Written by and between departments involved
- With other town (city) departments
- With schools
- With other public or private agencies.

5. Financial Administration

- Annual budget
- Policy on acceptance of gifts and bequests
- Policy on types of services for which fees and charges are made.
- Long-term financial planning for capital improvements and expansion of services.

6. Public Relations

- Regular reports of departmental operations.
- Use of mass communication media in interpretive program.
- Use of audio-visual aids in interpreting recreation.
- Discussions, study groups and conferences on recreation problems.

7. Service Statistics

- Appropriate records on individual participants and groups.
- Records uniform and conform to current methods of reporting data.
- Record system includes reports on:
 - finance _____ legal documents _____
 - personnel _____ property inventories _____
 - program _____ accident reports _____

PROGRAMMING

1. Objectives

- Written
- Cover all program elements (i.e. community centers and playgrounds, programs for senior citizens, the handicapped, etc.)
- Reviewed at beginning of each year
- Prepared in consultation with appropriate personnel and leaders.
- Specific, _____ realistic.

2. Types of Opportunities

- Participation without leadership, only general supervision of areas, facilities and equipment.
- Leadership, including skills instruction.
- For special services, _____ small group, _____ large group, _____ age considerations.

3. Varied Participant Requirements

- Individual, _____ small group, _____ large group, _____ vigorous physical activity, _____ spectator, _____ intellectual concentration, _____ clubs, _____ leagues, _____ study groups, _____ instructional classes, _____ workshops.

4. Scope of Opportunities

- Related to proficiency, age, sex.
- Playgrounds, _____ athletics, _____ commercial recreation, _____ crafts, _____ cultural arts, _____ special events, _____ senior citizens, _____ therapeutic recreation.

5. Total Community Programming

- Studied as to need of population (reviewed every 5 years).
- Inventory of programs and services to determine overlap.
- Long-range plan, _____ immediate plan;
- List of priorities.
- Co-ordination with other organizations in the community.
- Community action groups involved.
- Programming by professional recreation personnel.

6. Education for Leisure

- In co-operation with schools and local organizations.
- Encompass all ages, ___ inclusive from children to senior citizens.
- Encompass both sexes.
- Concerned with all aspects of recreation (psychomotor, affective, cognitive).

7. Demonstration Projects and Research

- Use of governmental and private agency grants.
- Community used for recreation research.
- Experimentation and programming to improve existing situation.
- Current research literature available to personnel.

8. Selection of Program Content

- Planned progression of activities.
- Activities based upon individual differences, interests, abilities, etc.
- Contributes toward fulfillment of basic physical, emotional, social and intellectual requirements of the individual.
- Sociological identification of community.
- Local resources and cultural characteristics capitalized upon.

9. Participant Involvement

- In planning as club officers, councils, ad hoc committees, opinionaires.
- As volunteers, leaders, judges, etc.
- In sponsorship.
- In policy recommendation through citizen advisory committees.

PERSONNEL

1. Professional Staff

- Adequate professional leadership.
- Individuals delegated responsibility commensurate with their authority.

2. Job Analyses

- Written description of all positions.
- Job specializations (education, certification, experience, special skills, etc.)
- Reviewed and updated annually.

3. Personnel Practices

- Manual of personnel policies and practices.
- Reviewed annually.
- Procedures for hiring, dismissal, retirement, hospitalization; leaves, vacation, increment policy, salary schedule, incentive system, staff development program.
- Selection process for employing personnel.

3. cont'd.....
 - Opportunities for professional development.
 - Procedure for job appraisal and performance.
4. Supporting Services
 - Clerical and maintenance staff.
 - Adequate equipment, materials, resource literature.
 - Freedom from clerical, maintenance and sub-professional functions.
5. Recruitment
 - Defined procedures for recruiting candidates.
 - Recruitment for college education potential professional personnel.
 - Internship program for potential staff members.
6. Orientation Program
 - Includes philosophy, goals, objectives, history and development of department.
 - Operational manual for temporary staff.
7. Staff Development
 - Each staff member involved.
 - Available references (periodicals, studies, books, etc.).
 - Attendance at conferences, clinics, educational programs.
 - Financial assistance available to cover expenses at conferences or clinics.
 - Encouragement to use individual incentive, special skills or creative abilities.
 - In-service education program.
8. Supervision
 - Constructive and effective supervision to help staff grow professionally and improve their contribution to the program.
9. Professional Organizations
 - Active members of professional organizations.
10. Consultants
 - Use for special problems and specific programs.
11. Volunteers
 - Orientation program.
 - Time and money allowance for conferences or in-service training.
 - Selection process and procedure.
 - Utilization for leadership, promotion, advice, etc.
 - Recruiting program.

AREA, FACILITY AND EQUIPMENT ADMINISTRATION

1. Master Plan

- Use of various types of trained persons in planning (program planners, park planners, landscape architects, architects).
- Location and distribution of areas dependent upon community movements of population, commercial developments, zoning and availability.
- Allowance for flexibility due to changing conditions.
- Joint planning in major facilities.
- Co-ordinated with community planning.

2. Design and Layout

- Outgrowth of the program plan
- Consideration to aesthetics

3. Management of Areas and Facilities

- Needs should be reviewed annually
- Regular review of legal requirements
- Maintenance program
- Replacement schedule and a long-range financial plan

4. Administrative Space and Equipment

- Offices accessible to the public
- Meeting rooms
- Adequate space for personnel, storage and filing.

EVALUATION

1. General Evaluation

- Tools pertinent to local situation
- Made by non-department personnel
- Time schedule established
- Procedures outlined for various types of programs
- Objectives used as a guide to evaluate
- Evaluations used in program development and planning.

August, 1970.

APPENDIX H

BY-LAW #156, TOWN OF HIGH PRAIRIE, AUTHORIZATION FOR THE
ESTABLISHMENT OF A RECREATION BOARD; 1962

APPENDIX H

BY-LAW #156

A BY-LAW OF THE TOWN OF HIGH PRAIRIE AUTHORIZING THE ESTABLISHMENT OF A RECREATION BOARD, FOR THE PURPOSE OF ORGANIZING AND DIRECTING ALL FORMS OF RECREATION, TOGETHER WITH THE DIRECTION OF THE OPERATION OF ALL RECREATION FACILITIES OF THE TOWN.

Under authority of and subject to the provisions of Section 340, of the Town & Village Act. Ch. 338, R.S.A. 1955, The Council of the Town of High Prairie assembled enacts that:

1. The Town of High Prairie shall appoint and maintain a Board to be known as the High Prairie Recreation Board.
2.
 - a. The Board shall consist of seven (7) members, serving without pay, who shall be appointed by resolution of Council.
 - b. Membership of the Board shall consist of:
Two (2) members of the Town Council,
and
Five (5) members to be appointed by Council.
 - c. Members other than Council members, shall, so far as practical and at Council's discretion, be appointed on recommendation of the different service organizations in Town, to represent a cross section of the residents of Town.
 - d. Membership shall be for a term of three (3) years, except in the case of Council members, who shall be appointed for each term on Council.
 - e. All members shall remain in office until their respective successors are appointed.
 - f. Retiring members shall be eligible for re-appointment.
 - g. In the event of a vacancy occurring the person appointed to fill such vacancy shall hold office for the remainder of the term concerned in the vacancy which has arisen.
 - h. All persons appointed as members of such board shall be residents of the Town of High Prairie and shall remain members only during such time as they continue to be residents of the Town of High Prairie.
 - i. Every member of the Board who shall be absent from three (3) consecutive meetings of the Board shall (unless such absence

be caused through illness or he be authorized by resolution of the Board entered upon its minutes) forfeit his office and another member shall be appointed in his place for the remainder of his term of office, provided that the member so forfeiting his office shall be eligible for re-appointment.

3. a. Each year a Chairman, Vice-Chairman, and Secretary shall be appointed by the Board from among its members. Appointments to coincide as nearly as possible with the first meeting of Council after the annual municipal elections.
- b. Regular meetings of the Board shall be held at least once/month, the time and place of such regular meetings to be determined by the Board at its first meetings, but may be changed by the Board from time to time as said Board may deem advisable.
- c. Special meetings may be called on twenty-four (24) hours notice by the Chairman or at the request of any three (3) members of the Board.
- d. A minute book shall be kept and minutes of all regular and special meetings shall be recorded therein by the Secretary of the Board, or the Secretary pro-tem. Copies of all minutes shall be filed with the Town Secretary-Treasurer.
- e. A quorum of said Board shall be a majority of members of the Board.
- f. The Chairman shall have a vote on any question and in the event of a tie, the motion shall be lost.
- g. The Board may appoint sub-committees to deal with any special phase of the matters coming within the scope and jurisdiction of the Board as herein set forth.
4. a. The Recreation Board shall have the power to make such rules and regulations as it may deem necessary from time to time, provided such rules and regulations are not inconsistent with powers herein conferred. Copies of all such rules and regulations shall be filed with the Town Secretary-Treasurer.
- b. The Recreation Board shall have the power to conduct any form of athletic, recreational or cultural activity that will employ the leisure time of the people in a constructive and wholesome manner. The Recreation Board shall provide recommendations to Council on the provision of, equipment for, and supervision of playgrounds, athletic fields, and recreation centres on any properties owned or controlled by the Town, or on other properties with the consent of the owners and authorities thereof. The foregoing notwithstanding it is recognized that certain recreational facilities which may be presently under the jurisdiction of other bodies may so remain at the discretion of Council, but, that such bodies shall be requested to co-operate and co-ordinate with the Recreation Board to the fullest possible measure.

- c. The Recreation Board shall be consulted on all matters affecting the development and maintenance of recreational facilities.
 - d. The Recreation Board shall be consulted whenever it is proposed to lease or to sell or to otherwise dispose of any Town land that is held for park purposes or for other public recreation purposes, and whenever it is proposed to purchase or otherwise acquire land for public recreation purposes.
 - e. The Recreation Board shall make recommendations concerning the appointment by Council of a Superintendant of Recreation and such other staff as is deemed necessary.
 - f. The Board shall co-operate with and encourage all organizations public, private, civic, social and religious, within the Town, supporting, promoting or working for any sport or recreation.
 - g. The Recreation Board shall hear and consider representations by any individual, organization or delegation of citizens with respect to recreation and act on such recommendations arising therefrom as the Board shall deem to be in the general interests of all citizens.
5. a. Annually the Recreation Board shall submit to the Town Council a written statement showing in reasonable form and detail the expenditures proposed to be made by the Board during the next following year with respect to all matters over which, under the terms of this By-law, the Board has jurisdiction.
- b. The Board shall be restricted in its expenditures to the amounts and purposes shown on the statement as approved by Council, provided that with approval of Council amounts shown in such statement as intended to be expended for a specific purpose may be used in whole or in part for some other purpose, or purposes, within the jurisdiction of the Board.
 - c. The Board, on behalf of the Town, may receive any gifts or bequests of money or other personal property or any donation to be applied, principal or income, for either temporary or permanent use for recreational purposes.
 - d. The Recreation Board shall make complete annual reports to the Town Council and other reports from time to time as requested.
 - e. Neither the said Board or any member thereof shall have power to pledge the credit of the Town in connection with any matters whatsoever, nor shall the said Board nor any member thereof have any power to authorize any expenditure to be charged against the Town of High Prairie.

This By-Law revokes By-Law #65.

READ AND PASSED FOR FIRST READING THIS 19th DAY OF MARCH, 1962.

MAYOR

SECRETARY TREASURER

READ AND PASSED FOR SECOND READING THIS 2nd DAY OF APRIL, 1962.

MAYOR

SECRETARY TREASURER

READ AND PASSED FOR THIRD READING THIS 2nd DAY OF APRIL, 1962.

(Original Signed)

(Original Signed)

MAYOR

SECRETARY TREASURER

APPENDIX I

PHILOSOPHY AND OBJECTIVES OF THE STETTLER RECREATION PROGRAM

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PHILOSOPHY AND OBJECTIVES OF THE STETTLER RECREATION PROGRAM

The Stettler Recreation Commission is composed of fourteen members representing various organizations from the cross-section of the community. This large commission is unusual but since the commission was formed in 1954, and have carried out their responsibilities of the established by-laws, the success of our commission and program thus far is due to the authority and responsibility given to them by Town Council. The commission is an administrative body that controls their own budget.

PHILOSOPHY: To keep up with changing conditions and trends, the Stettler Recreation Commission adopts the following principles which will be the philosophy of the Board:

- (1) Recreation is defined as an activity entered into voluntarily by the participant for the enjoyment he receives whether it be skilled or unskilled. The activity may be organized or unorganized, active or passive, competitive or noncompetitive, creative or contemplative, solitary or group.
- (2) The need for recreation is important enough to the individual and to the community as a whole, to warrant the spending of some public funds in support of a public recreation program.
- (3) All organized programs should be available to participants at a cost which will not eliminate anyone.

Enjoyment and satisfaction are important factors of our recreation program. Enjoyment does not mean satisfaction. We feel in our program there must be highly skilled activities. Our program has become very flexible to gain co-operation. The commission welcomes and includes district children and adults.

We stress interest and high attendance for activities and encourage young people to assist with the program. For social outlets we feel our program has helped in the following ways:

- (1) Group participation in a friendly atmosphere.
- (2) New acquaintances.
- (3) Co-operation and consideration for others.
- (4) It has provided a chance for acceptance in a new community.

The very nature of team games, specialized crafts, etc. lend themselves to situations where self expression and emotional control have to be exercised.

Our program was instituted around sports but with the interest in cultural programs, our program has become more extensive and serves the majority of age groups. We stress close harmony between school and church programs. The commission has also had free use of all school facilities since the commission was formed. We also encourage and promote commercial or private agency programs mainly to avoid conflictions in scheduling. We emphasize service from the people and voluntary participation.

Participation in recreational activities will affect a persons character, but whether the results be good, bad, or indifferent depends on the type of recreation program. The acceptance of responsibility, consideration for others, regular attendance, encouragement of sportsman-like qualities and respect for authority all contribute towards good citizenship.

The Stettler Recreation Commission endeavors to accomplish the following objectives:

- (1) Acquiring qualified personnel and assisting them in improving their qualifications through in-service training, leadership courses, coaching clinics, seminars and conferences. Our staff must keep up with changing trends and conditions.
- (2) By careful planning and detailed scheduling, whenever possible, conflicts with other groups are avoided and efficient scheduling and registrations receive priority by working in close harmony with other groups.
- (3) By endeavoring to keep recreation in its right perspective the commission feels that certain individuals would be deprived of a chance to participate if we limited the program to user fee activities, and we feel very strongly that the control of participation should come from the home.

We are inclined to believe that an annual review of the total philosophy and especially the objectives, of the Stetter Recreation Commission be carried out by the members of the commission. Recreation service is a very dynamic area of concern that demands a continual evaluation as a part of the community process. It is perhaps the best policy to appoint a specific commission meeting every year to be set aside to thoroughly discuss the philosophy of the total program. This would be very beneficial for new members to the commission.

APPENDIX J

GOALS OF STETTLER RECREATION COMMISSION

APPENDIX J

GOALS OF STETTLER RECREATION COMMISSION

- (a) Personal fulfillment
- (b) Democratic human relations
- (c) Leisure skills and interests
- (d) Health and fitness
- (e) Creative expression and aesthetic appreciation
- (f) Environment for living in a leisure society

APPENDIX K

GUIDELINES FOR NEW STAFF MEMBERS TO

INCREASE THEIR EFFECTIVENESS

APPENDIX K

GUIDELINES FOR NEW STAFF MEMBERS TO INCREASE THEIR EFFECTIVENESS

by: Robert E. Sternioff
Parks & Recreation
September 1968

Recreation and Park board members are often the anonymous pillars of American democracy. The great majority of board and commission members give much time in serving their fellow citizens without remuneration and at great personal sacrifice. Decisions and recommendations by recreation boards impinge so directly on individual and group interests that they are bound to bring citizen responses. There is a marked and regrettable negative tendency in such responses. It is generally accepted that non-response is an indicator of general public satisfaction. Despite abuse and rare demonstrations of public satisfaction, it is to the eternal credit of the devoted recreation and park board member that he persists in attempting to make democracy work at the local level.

The contribution of board members to the recreation and park movement is well documented. These boards and commissions are largely responsible for having carried the movement to the prominent position that it enjoys today.

Training for New Board Members

Despite the enviable accomplishments of recreation and park boards, it is apparent that many board members lack understanding of their proper functions and responsibilities. Little has been done to prepare newly-selected members for their tasks. Professional state and national recreation and park societies have, in some instances, provided training sessions for board members in connection with their conferences. Training institutes have also been offered by some schools and commissions. However, this is only a beginning to the more intensive service that should be provided.

Recreation and park boards or commissions have varying degrees of authority which may be classified under three broad categories:

- (1) separate and independent bodies with full authority for establishing policy;
- (2) semi-independent bodies with policy making authority but dependent to some extent upon a higher legislative body, and
- (3) advisory boards or commissions whose major function it is to make recommendations.

Some recreation and park boards are prone to assume a permissive role and merely acquiesce to the proposals of the professional executive.

A positive approach can be achieved by making every effort to represent all of the people in the community. The commission's basic purpose is to interpret the recreation desires and needs of its constituents; to function as the agency through which these needs and desires are fulfilled and finally to provide leadership guidance which will raise the recreation aspirations of citizens.

The success of progressive recreation systems can often be attributed to the manner in which boards and individual board members operate. Some of these behavioural characteristics which tend to improve the effectiveness of individual board members and the board as a unit.

1. Identification with the People

- a) Seek to truly know the community.
- b) Determine the aspirations of the people.
- c) Publicize channels of communication so that citizens can easily bring their proposals to the board.
- d) Publish agenda in advance to inform the public of what is to be discussed.
- e) Conduct open meetings and encourage public attendance.
- f) Report discussions and decisions to the public.
- g) Publicly recognize citizens who have made contributions to the recreation and park movement and encourage the help of all citizens.

2. Subordination of Self-Interest

Individual board members can demonstrate selflessness and contribute to board unity by:

- a) Subordinating their personal interests.
- b) Maintaining an objective and constructive attitude.
- c) Supporting and identifying with board decisions.
- d) Refusing to speak or act unilaterally on recreation matters independent of board action.

3. Important Leadership Characteristics

The board's major responsibility is to determine or to recommend policy. At least one-half of the time of the board should be devoted to consideration of policy matters. However, this is not always the case. Too much time is spent riding the merry-go-round of administrative chores that are not properly the responsibility of the board in the first place. The true challenge of board membership lies in the realm of leadership, free of petty details.

Individual board members can provide and demonstrate leadership

by:

- a) Helping to identify problems.
- b) Developing the ability to conceptualize solutions.
- c) Suspending judgement until all facts are presented.
- d) Making use of pertinent personal experience and knowledge for problem solving.
- e) Devoting time as required in addition to regular attendance at board meetings.
- f) Accepting ideas willingly.
- g) Being interested in the recreation welfare of all citizens.

4. Board-Executive Relationships

If we had to select a single indicator for appraising a recreation system, we could do far worse than to take a barometric reading of its board-executive relationships.

It is the responsibility of the board to either recommend policies to a parent legislative body or to formulate policies when it has such authority. It is the department executive's responsibility to carry out these policies, but he should not be completely disassociated from policy making. The administrator's technical knowledge should enable him to make recommendations which will guide the board in formulating policies.

The board or commission should:

- a) Define the objectives of the recreation agency.
- b) Establish written policies which harmonize with stated objectives.
- c) Select a qualified recreation administrator to act as executive officer for the board.
- d) Delegate administrative responsibility to the executive.
- e) Appraise the executive officer's work.
- f) Evaluate programs and services according to the extent to which they achieve objectives.

The executive should:

- a) Provide the Board with adequate information.
- b) Efficiently execute policies.
- c) Accept responsibility for achieving the objectives of the recreation system.
- d) Encourage team work between the executive officer and board.
- e) Do not interfere with the executive's administration.

5. Board Relationship with Staff and Community

Required for board effectiveness in this area is skill in establishing and maintaining effective relationships with the staff, with other governmental agencies, and with the community at large.

The board should organize lay groups to consider specific problems and tactfully influence opposing factions to work together. The board, through its chief executive officer, should encourage attendance of staff members at board meetings.

A smooth functioning relationship with other governmental bodies is essential if the recreation commission is to remain effective. A poor relationship between an advisory commission and its parent legislative body reduces INFLUENCE, and INFLUENCE is the life blood of inter-governmental relationships.

In maintaining rapport with a city council, country or town board, it is important for the advisory board to:

- a) Be familiar with the legislation creating the recreation advisory board and fully understand the role and functions of the board.
- b) Arrange for periodic formal meetings with the parent legislative body to revise or formulate policy.
- c) Support all recommendations to the legislative body with complete objective data fully interpreted.
- d) Realize that proposals will sometimes be rejected since the legislative body must provide for all other community services.
- e) Understand the importance of the total community services of which the recreation and park program is only one.

In maintaining rapport with the local school board, it is important for the recreation board to:

- a) Realize that the public schools have important potential contributions to make in education for the worthy use of leisure. With co-operative planning between the school and recreation agency, appreciations and skills developed in the school can have direct application to and articulation with the recreation program.
- b) Recognize that co-operative joint planning of school structures and areas may be the only answer to some recreation and park facility deficiencies.
- c) Arrange for periodic formal meetings with the school board when policy matters need mutual consideration.
- d) Be co-operative and demonstrate interest in the entire school program.

6. Personal Relationships

Adherence to the following will usually result in relatively high levels of good inter-personal relationships:

- a) Be tolerant of other points of view. Controversial issues in policy and decision making do not generally lead to cut and dried yes and no answers. Many times there is legitimate room for differences of opinion.
- b) Do not attempt to speak for other board members by indicating that they share your point of view until after formal action has been taken.
- c) Maintain equilibrium during the discussion of an issue and don't become overly committed to personal points of view.
- d) Graciously admit error as a unit without trying to fix the blame or find a scapegoat.
- e) Display courtesy, sympathy and tact in dealing with all citizens.
- f) Objectively interpret decisions and facts to individuals whose requests contradict board policy.
- g) Maintain the confidence of the public by giving firm positive or negative responses to its questions.

7. Courageous Action

Willingness of the board member to take courageous action for the good of the recreation system in spite of outside pressures and influences is important.

Board members will usually be regarded highly when they:

- a) Accept and weather criticism gracefully.
- b) Refuse to be intimidated by pressure groups which advocate propositions not in the best interest of the community.
- c) Take a stand on an issue according to the best information available at the time. The persistent "fence rider" is ultimately respected by no one.
- d) Defend the recreation system, personnel and board members from unwarranted criticism.
- e) Accept and share responsibility for all board decisions and recommendations. The democratic process demands this; to do less is to invite anarchy.

In summary, the effective recreation and park board member actively participates in community affairs in order to determine the attitudes and needs of his fellow citizens and to interpret the recreation program to them. He requires facts to support decisions and makes suggestions that are important in shaping policy.

The effective board member constantly strives to maintain a good working relationship with fellow board members, the agency staff, other governmental bodies and the community at large. He effectively defends the recreation system against unwarranted criticism or attacks.

For all of this we salute the effective recreation board member who makes the democratic process work, both in theory and in fact.

APPENDIX L

SAMPLE AGREEMENT - CO-OPERATIVE USE OF
SCHOOLS AND RECREATION FACILITIES

APPENDIX L

THIS AGREEMENT made in Sextuplicate this 31st day of January A.D. 1966
BETWEEN:

THE CITY OF EDMONTON, a Municipal
Corporation (hereinafter called
the "City"),

OF THE FIRST PART,

- and -

THE EDMONTON SCHOOL DISTRICT NO. 7,
(hereinafter called the "Public School
Board")

OF THE SECOND PART,

- and -

THE EDMONTON R.C. SEPARATE SCHOOL
DISTRICT NO. 7 (hereinafter called
the "Separate School Board"),

OF THE THIRD PART.

WHEREAS it is the purpose of the City of Edmonton through
the Parks and Recreation Department to develop, construct, operate and
maintain Park and Recreation land and facilities for Park and Recreation
purposes, and to organize and administer public recreation programs;
and

WHEREAS the Public School Board and the Separate School Board
(herein called the "Boards") have adopted a policy of making school
buildings and grounds available for community recreation purposes,
provided there is no conflict with the operation of school activities;
and

WHEREAS it is the wish of the City and the Boards to use these
facilities for the maximum benefit of the community; and

WHEREAS maximum use of land and facilities should result in the most economical provision of school and public recreation facilities and programs; and

WHEREAS it is the opinion of the City and the Boards that the gross cost of providing school and recreation facilities and programs will remain similar to the present costs under existing programs and conditions;

NOW THEREFORE THIS AGREEMENT WITNESSETH that the parties hereto agree together as follows:

1. That the Boards shall purchase outright and hold title to those portions of senior high school grounds upon which school buildings are located together with the area necessary for lawns and landscaping immediately adjacent to the school buildings and that the portion of the grounds required for school sports and athletics and public recreational purposes shall be purchased and held jointly by the City and the Boards.
2. (1) That on junior high and elementary school sites the Boards shall purchase outright and hold title to the sites required for all school purposes and the grounds required for school sports and athletics.
(2) That the City shall purchase outright and hold title to all lands required for public park and recreational purposes to be acquired whenever possible adjoining such junior high and elementary school sites.
3. (1) That a Joint Planning Committee is hereby established and shall consist of two officials from each of:

The City Parks and Recreation Department,

The Edmonton Separate School Board, and

The Edmonton Public School Board

to be appointed by the respective Superintendents.

3. (2) That the Joint Planning Committee shall be responsible to the City and the Boards in carrying out the following duties:

- (a) implementing the terms of this Agreement and co-ordinating all matters related thereto.
- (b) recommending policies and developing regulations with regard to the use of facilities, both buildings and sites.

4. (1) That the Boards shall construct, operate and maintain school buildings and facilities at their expense and shall make available such buildings and facilities or parts thereof to the City on weekends, holidays and school days after 6 p.m. until 11:30 p.m. or such time as may be regulated by the Joint Planning Committee; provided that arrangements may be made for Cubs, Brownies and other young children's activities at certain schools after 4 p.m. on any school day or at such times on other days as the Joint Planning Committee deems proper.

(2) That the City shall receive use of such buildings, facilities or parts thereof free of charge in the operation of its public recreation programs whether operated directly or through the agency of City sponsored or approved volunteer, non-profit associations, clubs or groups.

5. (1) That the City shall construct, operate and maintain Park and Recreation areas, buildings and facilities at its expense and shall make such areas, buildings and facilities or parts thereof available to the Boards on school days from 8 a.m. to 6 p.m. except in the case of outdoor hockey rinks and arenas which shall be available from 8 a.m. to 4 p.m.; provided that the periods available to the Boards are scheduled to ensure maximum use by the Boards and the City in a manner such as the Joint Planning Committee deems proper.

5. (2) That the Boards shall receive use of such areas, buildings and facilities or parts thereof free of charge in the operation of their programs;

6. That the City shall pay the cost of planning, developing and maintaining school grounds including boulevards, excepting the cost of ornamental front and side yards and boulevards which abut the school building.

7. That in planning school buildings the Boards shall provide for maximum community use and the City shall pay the cost of those portions of new buildings and additions to existing buildings which provide for specific City recreational purposes as approved by the parties hereto.

8. That the City and the Boards shall continue to carry public liability insurance under their various policies.

9. That the cost of property damage arising out of the misuse of the buildings and facilities by any party to this Agreement shall be assessed to and paid by the party responsible for the activity from which damage results.

10. This Agreement shall be in effect for a period of one year from January 1st, 1966 provided that at the end of six (6) months any of the parties may request a review and revision of the Agreement. Thereafter this Agreement shall continue in effect from year to year unless any of the parties gives thirty (30) days notice in writing to the other parties requiring a review of this Agreement.

11. Records of costs and program operation shall be kept by each party to provide data for the review of the Agreement.

12. On the date of execution of this Instrument any previous Joint Development and Co-operative Development Agreements executed by the parties will be deemed rescinded.

IN WITNESS WHEREOF the parties hereto have executed this Agreement on the day and year first above written.

SIGNED, SEALED AND DELIVERED)

in the presence of:)

THE CITY OF EDMONTON

(signed)

MAYOR.

(signed)

CITY CLERK.

THE EDMONTON SCHOOL DISTRICT
NO. 7

(signed)

CHAIRMAN.

APPROVED

As to Form (signed)
City Solicitor

(signed)

SECRETARY-TREASURER.

As to Contents (signed)
Head of Department

As to Principle
City Commissioners

THE EDMONTON R.C. SEPARATE
SCHOOL DISTRICT NO. 7

(signed)

CHAIRMAN

(signed)

SECRETARY-TREASURER.

APPENDIX M

GENERAL PROGRAM OBJECTIVES, STETTLER RECREATION COMMISSION

APPENDIX M

GENERAL PROGRAM OBJECTIVES, STETTLE RECREATION COMMISSION

1. The recreation program is geared to meet important community needs and promote the values of a democratic society.
2. The program is realistically planned to meet the individual and group needs of participants.
3. In planning the recreation program, needs and interests are surveyed as well as existing services and potential resources.
4. The recreation program is planned for diversity of activity, balance of needs, and progressive continuity.

The written objectives for the sports program and the playground program are also of excellent quality. They respectively read:

1. To afford every boy or girl, wishing to do so, the opportunity to play sports regardless of ability, race, religion, color, creed, or financial or social standing.
2. To provide the opportunity for each person to play at his ability level.
3. To develop within each participant characteristics which will be an aid to them in later life.
4. To teach people through the medium of the game how to get along with others, to play and live within the rules, respect for authority, equipment, and facilities and how to lose as well as to win.
5. To encourage the development of the leadership function in those individuals possessing leadership qualities.
6. To provide a supervised program during the summer months within a community recreation neighbourhood and serve as an educational process for all age groups attending.
7. To provide an all inclusive supervised program of games, arts, crafts, sports, story telling, music, drama, inter-playground competitions and special events.
8. To assist with specialized and practical instruction in the specific area of playground administration.
9. Preserve and protect all land designated for public park and recreational use.
10. To fulfill recognized present leisure time trends, interests, and desires.
11. Ensure the most economical and efficient development, operation, and maintenance of the playground area.
12. Ensure safe and healthy conditions and practises at all playground areas and program.
13. Co-operate with public and encourage or promote any volunteer agency whether it may be public, private, or commercial to assist with the program.

The Stettler Recreation Commission reviews annually the policy and procedures governing the program so that they can recommend changes. This allows the commission to act as a governing body of the program to ensure that established policies are followed per their requests. We feel that in order to properly evaluate any program element, a consensus of opinion by the commission as to what they are evaluating is very necessary. We suggest that this consensus is in tangible form when a set of written objectives is available. No matter how insignificant a program element may seem, it is imperative to have a term of reference for that activity and this is established by objectives. We are hopeful that objectives will be established for all program elements in the Stettler Community Recreation Program.

APPENDIX N

JOB ANALYSIS FOR RECREATION DEPARTMENT STAFF, STETTLE, ALBERTA

APPENDIX N

Job Analysis for Recreation Department, Staff, Stettler, Alberta

DIRECTOR OF RECREATION

Definition - This is administrative and practical work in the development and administration of a public recreation program. Work of this class involves the application of recent development and trends in organized recreation to the formulation of town recreation programs. The employee is responsible for providing administrative guidance to program personnel, volunteers, construction personnel and for the preparation and control of the annual budget.

The employee has considerable independence and receives supervision through conferences with the Stettler Recreation Commission which observes and evaluates the results of programs developed and administered. Work of this nature requires long and varied hours of work including weekends but should have one day a week off.

Typical Duties - Recruits, trains and supervises professional and volunteer or paid staff. Recommends standards for recreation services and facilities to the Recreation Commission. Plans, organizes and supervises the design, acquisition, operation and maintenance of recreation facilities. Establishes working relations and co-operates with private agencies, special interest groups, churches, school authorities and community groups and provides consultative services to groups and the general public. Analyzes and evaluates recreation programs and facility needs, evaluates changing conditions and trends. Assist in preparation of the Commissions annual budget and supervises financial procedures, prepares regular and special reports.

Knowledge, Abilities & Skills - Thorough knowledge of the philosophy and objectives of organized recreation. Thorough knowledge of recreation programming on a community wide basis to meet the needs of all age groups and varied community interests.

Ability to formulate and develop recreation programs to meet seasonal and varied community needs. Ability to prepare reports for use in the promotion of programs and policies throughout the town and as a basis for expansion and development of public recreation within the community.

Ability to establish and maintain public confidence in the recreation program. Ability to establish cordial relationships with a wide variety of service and civic organizations, town officials, and departments and the general public. Ability to speak effectively in public.

Training and Experience Requirements - Graduation from four years in college or university or three year in-service training with major course work in recreation, education, physical education or related specialty and considerable experience in professional recreational work including responsible supervisory experience in professional recreation work or any equivalent combination of training and experience.

ASSISTANT RECREATION DIRECTOR

Definition - This is professional recreational work administrating and directing recreational programs on a community wide basis. An employee in this class is responsible for planning, organizing and executing the athletic and cultural program of the community in a manner that will best fit the recreational needs of the citizens and participants at the various locations. Duties include recruiting and training of volunteers and staff required for executing the programs. Instruction in the nature of the Recreation Commissions policy and by-laws and the available budgeting for operations are received from the Recreation Director; but employee must exercise considerable independent judgment in initiating and carrying out assignments. Work is subject to review through analysis of operating records, field inspections and periodic conferences. Nature of the work entails long and irregular hours of work to perform the duties specified including evening and weekend work but should be entitled to one day off a week.

Typical Duties - Plans in detail within budget and facility and equipment limitations for athletic and cultural activities. Studies equipment and material needs for various facilities and programs, confers with dealers of recreational equipment, prepares specifications and requisitions for equipment and materials. Trains volunteers, recreation leaders and instructors through periodic meetings and conferences on methods, material, recreational philosophy and operating procedures.

Makes frequent inspections of all recreation facilities, makes inventory of equipment and material and reports on methods and techniques for improving on programs. Sees that a comprehensive athletic and cultural program is being set up to include the majority of all groups concerned. Assists the Recreation Director in forming department policy and interpreting programs and services to the public, establishes and maintains a departmental library and resource materials.

Knowledge, Abilities & Skills - Considerable knowledge of the principles and practices of public recreation and of the philosophy and objectives of public recreation. Considerable knowledge of the principles of administration and purposes of organizations and associations also offering leisure time and recreational needs of community groups including children and adults. Considerable knowledge of the methods involved in organizing, conducting and supervising a program of athletics or arts and crafts, activities in school facilities, community centre, playgrounds and athletic fields.

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Ability to establish and maintain effective working relationships with volunteers, civic and private organizations representatives and the general public. Ability to express himself clearly and concisely orally and in writing and to speak effectively in public. Ability to establish and maintain effective operating records and reports.

Training & Experience Requirements - Graduation from four years of college or university or three years in-service training with major course in recreation, physical education or related specialty and a year of professional recreation experience, or an equivalent combination of training and experience.

AQUATICS PROGRAM SUPERVISOR

Definition - This is recreational work of a specialized nature in the direction of the community and district aquatics program. The employee in this class must work very close in liaison with the School District Pool Director as the indoor pool is a school facility. The employee is responsible for the development of an aquatics program and the safe and effective operation of the community and district indoor swimming pool including organization of an extensive aquatic program and special events.

Work involves a considerable amount of meeting and dealing with the public. Supervision is exercised over lifeguards, instructors, volunteers, cashiers and caretakers. General supervision is received from the Recreation Director.

Typical Duties - Plans, schedules, assigns, and supervises the work of lifeguards, swimming instructors and volunteers. Schedules swimming classes for both adults and children and arranges for volunteer instructors. Assists in special classes in diving, synchronized swimming, swim meetings, aquatic shows, demonstrations and courses.

Keeps records of the pool and prepares monthly reports of the previous month on operation and program. Supervises employees engaged in taking water tests, backwash filters and adding chemicals as needed. Maintains order among pool patrons and advises on safe uses of facilities. Administers first aid as required.

Knowledge, Abilities & Skills - Considerable knowledge of the methods, materials, tools and equipment used in the operation and maintenance of public swimming pools. Considerable knowledge of water safety and rescue principles and methods. Ability to plan and supervise the work of skilled and unskilled assistants engaged in operating a large public swimming pool. Ability to deal tactfully and courteously with the public.

Ability to establish and maintain effective working relationships with subordinates and the public. Ability to keep adequate operating records and hold regular staff meetings. Skill in swimming and rescue work.

Typical Duties - Patrols and observes swimming pool areas, prevents horseplay, fighting and other infractions of pool rules, gives swimming instruction to individuals or groups. Rescues tired swimmers or swimmers having difficulties and applies artificial respiration if necessary. Frequently checks the life saving equipment and its immediate availability, ensures cleanliness of boards and guards chairs, performs routine maintenance and janitorial duties. Answers questions of the general public, preferably off duty.

Knowledge, Abilities and Skills - considerable knowledge of water safety, rescue principles and methods. Ability to prevent dangerous situations, to recognize emergencies and to take appropriate action. Skill in swimming and rescue work. Good physical condition and sufficient strength to control struggling swimmers.

Training and Experience Requirements - Completion of grade 11 of school and some experience as a life guard.

Necessary Special Requirement - 18 years of age for full time
16 years of age for part time
RLSS Bronze Medallion or equivalent

RECREATION LEADER, PROGRAM INSTRUCTION OR VOLUNTEER

Definition - This is specialized or practical instruction work directing and supervising a specific area of recreation. Duties will include some planning, organization and executing a particular program, providing instruction and demonstration. Supervision received is general in nature and is reviewed by results obtained.

Typical Duties - Person will instruct all phases of the activity, provide demonstrations and program the activity to the best of his or her ability and qualifications.

Knowledge, Ability & Skills - Thorough knowledge of subject to be instructed. Knowledge of the techniques and methods of instructing classes or pupils. Ability to communicate effectively with pupils and to obtain their active co-operation. Ability to demonstrate by example or explanation. Skill in the use of relevant equipment and apparatus.

Training & Experience Requirements - Thoroughly familiar with subject being taught with a recognized certificate in the relevant occupation, art or skill.

Training and Experience Requirements - Completion of the twelfth grade supplemented by certificate courses in Life Saving Examiners and Red Cross Examiners, plus two years experience in a responsible position related to swimming pool operation or an equivalent of training and experience.

PLAYGROUND SUPERVISOR

Definition - This is specialized work in practical instruction, directing and supervising the community playground program in a specific area. Duties will include some planning, organizing, executing activities in a particular weekly program. Supervision is general in nature and reviewed by meetings or conferences with the Assistant Recreation Director.

Typical Duties - Carry out the purpose and objectives of the Recreation Commission through a well-planned playground program. Establish a daily program for all ages. Set up a regular safety check of the area and equipment. Provide rules and regulations for conduct on the playground. Use conduct that will reflect a credit to the Recreation Commission. Train and use volunteers of all ages. Submit regular reports - weekly registration forms, time sheets, accident reports, requisition forms, breakage and lost reports, daily check lists. Post a daily and weekly schedule so that everyone will know what is happening.

Knowledge, Abilities & Skills - Basic knowledge and philosophy of public recreation. Ability to supervise and prevent playground accidents to participants. Ability to administrate and take responsibility. Skilled in arts, crafts, playground games and sports, story telling, music, special events and inter-playground tournaments and competition.

Basic knowledge of first aid and take appropriate action. Basic leadership in outdoor education. Skill in supervising wading pool and knowledge of water safety. Personality and personal conduct reflects working relationships with the public.

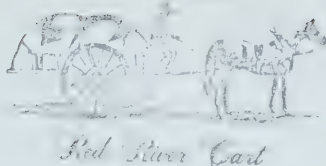
Training and Experience Requirements - Graduate of I or II Provincial Playground courses. Must be 16 years of age or over, or graduate of other courses locally or regionally equivalent to the provincial government playground courses.

LIFEGUARD (FULL TIME OR PART TIME)

Definition - This is specialized work in the protection of life and the enforcement of safety regulations at the Community and District Indoor Swimming Pool. Employees of this class are responsible for maintaining a reasonable state of discipline and behaviour on the part of the swimmers and for performing necessary rescue operations. They also conduct individual and class swimming instructions. In addition, they are responsible for cleaning and maintaining the pool and dressing room areas. General supervision is received from the aquatic program supervisor.

APPENDIX O

REPLY OF METIS ASSOCIATION OF ALBERTA
TO REQUEST FOR INVOLVEMENT IN THE STUDY



LOUIS RIEL

*A great Metis Leader
He fought and died for
a Just Society*

LOUIS RIEL
*A great Metis Leader
He fought and died for
a Just Society*

METIS ASSOCIATION OF ALBERTA

100th Avenue Building
Room B1 - 10405 - 100th Avenue
Edmonton, Alberta
President James A. Ducharme

September 29, 1971

Mr. D. H. O'Donnell
Assistant Supervisor
Area & Facility Planning
Department of Culture, Youth and
Recreation
CN Tower
Edmonton, Alberta

Dear Mr. O'Donnell:

We are in receipt of your letter of August 25th, 1971. In connection with the request contained therein to utilize a member of the Association in connection with your Regional Recreation Study, we regret to report that our regulations do not allow us to have a salaried employee engaged in non-Association work. We are severely understaffed at the moment and are unable to hire additional personnel because of budget restrictions.

We are sorry that we are unable to comply with your request.

The other information which you have requested will be contained in the complete report we make to Government on our Recreation Survey and we trust that this will meet your needs.

Yours truly,

GF:dl

GAIL FORAN,
Dept. of Youth, Culture & Recreation
METIS ASSOCIATION OF ALBERTA

cc - Dr. E. McFarland
Mr. J. A. Ducharme
Mr. M. J. Woodward

APPENDIX P

REPLY OF INDIAN ASSOCIATION OF ALBERTA
TO REQUEST FOR INVOLVEMENT IN THE STUDY

BY-LAW #156 A

A By-Law of the Town of High Prairie to Amend By-Law #156 the Recreation By-Law.

The Council of the Town of High Prairie assembled hereby enacts:

That By-Law #156 be ammended as follows:

1. That, Section 2 Subsection (a) be deleted and replaced by:
 2. (a) The Board shall consist of Nine (9) members, serving without pay, who shall be appointed by resolution of the Council.
2. That Section 2 Subsection (b) be deleted and replaced by:
 2. (b) Membership of the Board shall consist of:

one (1) member of the Town Council,
and
six (6) members to be appointed by Council,
and
two (2) members of the High School Students.
3. That Section 2 Subsection (d) shall be deleted and replaced by:
 2. (d) Membership shall be for a term of three years, except the council member who shall be appointed for each term on council and for each Student who shall be appointed for each one year school term on the High School Student's Union.
4. That Section 2 Subsection (h) shall be deleted and replaced by:
 2. (h) All persons appointed as members of the Board shall be residents of the Town of High Prairie or District and shall remain members only during such time as they continue to be residents of the Town of High Prairie or District.
5. That Section 3 Subsection (a) be deleted and replaced by:
 3. (a) Each year a Chairman and Vice Chairman shall be appointed by the Board from among its members appointments to coincide as nearly as possible with the first meeting of council after municipal elections.
6. That the following new sections be added after Section 3 subsection (g).
 3. (h) The Secretary be appointed from the Staff of the Town office to serve the Board without voting priviledge.

7. This By-Law shall come into force and effect on the date of final passing by council.

Read and Passed a first time this 2nd day of October 1968.

Read and Passed a second time this 2nd day of October 1968.

Read and Passed a third time this 2nd day of October 1968.

(Original signed)

MAYOR

(Original signed)

SECRETARY-TREASURER

BY-LAW #156 A I

A By-Law of the Town of High Prairie to amend By-Law #156.

The Council of the Town of High Prairie assembled hereby enacts:

That Subsection h of Section 2 is hereby repealed

READ AND PASSED FOR THREE READINGS THIS 15th DAY OF MAY 1968.

(Original Signed)

MAYOR

(Original Signed)

SECRETARY-TREASURER

- 4 -

BY-LAW # 156 B

A By-Law to amend by Law #156, the Recreation By-Law of the Town of High Prairie.

The Council of the Town of High Prairie hereby enacts:

That By-Law #156 be amended as follows:

That Section 2 of By-Law #156A be repealed and replaced by the following:

2. That Section 2 Subsection (b) be deleted and replaced by:

2. (b) Membership of the Board shall consist of:

One (1) member of council

and

Eight (8) members to be appointed by council.

This By-Law shall come into force and effect on the date of final passing.

Read and passed for three readings by unanimous vote of council this 23rd day of June 1971.

(Original Signed)

MAYOR

(Original Signed)

SECRETARY-TREASURER

APPENDIX P

INDIAN ASSOCIATION OF ALBERTA



Room 103 Kingsway Court,
11710 - Kingsway Avenue,
EDMONTON 19, Alberta.

PHONE: 453-3661

DATE: September 22, 1971.

Mr. D. O'Donnell,
Assistant Supervisor
Area and Facility Planning,
Department of Youth,
Main Floor, CN Tower,
EDMONTON, Alberta.

Dear Mr. O'Donnell:

The Sports Council reached a decision that they would not like our Department to do a "recreation profile" of the Reserves in the Lesser Slave Lake area.

Thank you for the interest you have shown in the area of recreation and hope we will continue to keep contact with each other.

Respectfully,

Ronald Davis

Ronald Davis,
Director of Recreation,
INDIAN ASSOC. OF ALBERTA.

RD/vgs

APPENDIX Q

AREA AND FACILITY INVENTORY OUTLINE

APPENDIX Q

AREA AND FACILITY INVENTORY OUTLINE

1. Identification
2. Location
3. Administering agency and type
4. Availability
5. Proximity to urban center and transportation
6. Principal access
7. Water orientation
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9. Present use of the area
10. Total acreage
11. Source of Revenue
12. Campsites, trailer parks, picnic areas
13. Institutional camp
14. Beaches
15. Length of seasonal operation
16. Landscape characteristics
17. Swimming pool
18. Golf course
19. Ice rinks and curling rinks
20. Ski areas
21. Tobogganning
22. Hiking - riding trails
23. Automobile race track, horse race track
24. Outdoor sport areas
25. Sport and recreation centers

APPENDIX R

METHOD OF POPULATION ESTIMATION

APPENDIX R

METHOD OF POPULATION ESTIMATION

Although 37 households (of the sample of 61) are representatives of 61% (60.65) of the households of the population (since the households were derived at random), the number of respondents varied according to the type (head, spouse, child) and according to the question asked. This means that the respondents at hand were representing the population at a lower percentage than 61% for each type of respondents (not considering answers to all questions). It means the following:

Heads of Households represented in High Prairie:

number of responding heads (33/37, 89%) x 61% x 100 = 54%

Spouses of Households represented in High Prairie:

number of responding spouses (25/30, 83.3%) x 61% x 100 = 51%

Children (under ten) of households represented in High Prairie:

number of responding children (30/31, 96.7%) x 61% x 100 = 59%

Children (10+) of households represented in High Prairie:

number of responding children (44/48, 91.6%) x 61% x 100 = 56%

These percentages mean that if 50% of the household heads responded "yes" to a question, if we had interviewed 54% of the heads in High Prairie 51.5% would have answered "yes"; if 25% of the household heads responded "yes" to a question it means that if we had interviewed 53% of the household heads in High Prairie 13.5% (25% * 54% * 100) would have answered "yes". We do not know if more than 13.5% would have said "yes" since our sample of household heads is representative of only 54% of the heads in the population of High Prairie. This means that (without taking sampling error into consideration) the percentages provided in this study are all minimum %.

See: Backstrom, D.H., G.D. Hursh, Survey Research, Minn.: Northwestern U. Press, 1963, pp. 23-35.
Moser, C.A., Survey Methods in Social Investigation, London, Heinemann, 1958, pp. 56-69.
Anderson, T.R., M. Zelditch, A Basic Course in Statistics, Toronto: Holt, Rinehart, Whiston, 1968, pp. 191-212.

APPENDIX S

AN EVALUATION OF THE HIGH PRAIRIE 1971 BUDGET

Using the same general categories as Meyer and Brightbill, the High Prairie budget for 1971 may be said to have the following breakdown:

Services (Personal)

Salary for Recreation Administration for 5 to 6 months	\$5,500	(21.0%)
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Services (Contractual)

Recreation Board Administration	\$2,000	(7.1%)
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Commodities

Playground Supplies	\$ 100	(.3%)
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Current Charges & Obligations

Arena operation	\$12,000	(45.9%)	(66.4%)
Ice plant operation	\$5,000	(20.5%)	

Properties

Playground Maintenance	\$1,200	(4.1%)
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Deficit

Swim Lessons	\$300	(1.1%)
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TOTALS	\$26,100	(100.0%)
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Table I shows a brief comparison of both Meyer and Brightbill's budget and the High Prairie budget.

TABLE I
BUDGET BREAKDOWN COMPARISON

Area	Proposed Guideline	High Prairie 1971 Budget
Services (Personal)	75%	21%
Services (Contractual)	2%	7.1%
Commodities	7.5%	.3%
Current Charges and Obligations	8.5%	66.4%
Properties	7.0%	4.1%
		Deficit - 1.1%

It appears that the proposed budget for 1971 is very high in the current charge and obligation area which includes the arena and ice plant operation. (No curling rink operation costs were reported.) Moreover, since a recreation administrator was employed for 5-6 months, the portion of the budget concerning this item is quite low.

The following suggestions are proposed to bring the expenditure into line:

1. Consider charging or increase charges for the use of the arena. In calculating the fee schedule, consider charging 150% per hour of the cost of utilities to open the facility depending upon what area the group is using.
2. Attempt to eliminate the deficit by increasing fees to cover expenses.

A further comparison of recreation and community service expenditures in communities of comparable characteristics for the year 1969 and 1970 is presented in Table II.

TABLE II*

EXPENDITURE FOR RECREATION AND COMMUNITY SERVICES
IN TOWNS OF SIMILAR SIZE

Town	Amount 1969	% of Total Budget	Amount 1970	% of Total Budget
High Prairie	\$29,044.92	5.5%	\$30,968.35	6.1%**
Vermilion	\$60,857.58	12.5%	\$66,961.89	13.9%
Fort MacLeod	\$43,508.01	7.3%	\$54,151.42	9.2%
Cardston	\$32,801.56	6.3%	\$33,674.61	6.7%
Barrhead	\$39,900.36	7.6%	\$36,914.41	6.5%

The average recreation and community services expenditure in 1969 for the four communities other than High Prairie was 8.4% with a high of 12.5% and a low of 6.1%.

The average recreation and community service expenditure in 1970 for the four communities other than High Prairie was 9.0% with a high of 13.9% and a low of 6.5%.

Based on these figures, the average recreation and community services budget over a two year period for these communities represented approximately 8.7% of the total budget of the community.

The average recreation and communities services expenditure in 1970 for all towns in Alberta was 7.4% of the total community budgets.

Based upon this comparison it is recommended that the town of High Prairie use as a guideline, the allowance of from 7.4% to 8.7% of the community budget for recreation and community services, using the internal budget breakdown outlined earlier in this section.

* Municipal Statistics, 1969, Issued by the Department of Municipal Affairs, Edmonton, Alberta, 1971.

Municipal Statistics, 1970, Issued by the Department of Municipal Affairs, Edmonton, Alberta, 1972.

** Unfortunately, more specific figures, excluding the "community services" part of the budget spent by communities was not available.

H I G H P R A I R I E

R E G I O N A L R E C R E A T I O N S T U D Y

Volume III

Summary, Conclusions and

Recommendations

DEPARTMENT OF CULTURE, YOUTH AND RECREATION
GOVERNMENT OF THE PROVINCE OF ALBERTA

1972

HIGH PRAIRIE
REGIONAL RECREATION STUDY

For

The Town Council and Recreation Board

By

D. H. O'Donnell ... Planning Section
 Recreation Branch
J. M. Lemire ... Planning and Develop-
 ment Branch

In Co-operation With

The High Prairie Recreation Board

Department of Culture, Youth and Recreation

Government of Alberta

Edmonton, Alberta, Canada

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Areas and Facilities Evaluation

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Programs Evaluation

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- B. Programs
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INTRODUCTION

At the request of the Town of High Prairie in September, 1970, the Department has undertaken a study which would help to elaborate an "area recreation plan". Although a private firm began the work in January, 1971, in March of that year the report was judged unacceptable by this Department and by the Town of High Prairie. Following a series of consultations, two staff of this Department were selected to undertake the study. This was initiated in July, 1971.

The following presents a summary of two volumes of data and the conclusions and the recommendations derived from them. Because of its nature, the summary only highlights the most important sections and data of the total report.

S U M M A R Y

PART I

A. OBJECTIVES AND SCOPE OF THE STUDY

In view of problems encountered at the beginning of the study, the scope of the study was reduced from a regional point of view to one concerned with the Town of High Prairie only. The major objective met by the study was then to provide a guide and some necessary data for the planning and the development of the field of recreation in High Prairie. The study centered on the following items: area and population profile, recreation administration, recreation interests of the population, recreation areas and facilities, and recreation programs.

B. AREA AND POPULATION PROFILE

A total of 18.6 miles of beaches requiring no or only minor improvements offers potential for swimming, camping and water based recreation and consequently much potential for tourism. Sport fishing, big game hunting, skiing and hiking are additional recreation activities which could be most enjoyable and popular with some investments in access roads, facilities and publicity.

A general view of the High Prairie population reveals a relatively slow population growth and one which appears to be limited to about 4,500 people. It was also found that this population has a relatively low level of prosperity in terms of job opportunities, income and standard of living indicators. These data suggest that any attempt at substantially enlarging the municipal taxes should be seriously reconsidered.

PART II. RECREATION ADMINISTRATION

The following characteristics of the High Prairie public recreation administration refers to the situation which existed prior to the hiring of the present Recreation Director. Six general characteristics were examined.

1. Philosophy and goals: It was found that the tasks and the role of the public recreation "department" were not clearly defined or specified.
2. General administration: It was found that there was no administrative manual available and no working relationship with recreation related bodies. On the other hand, it was found that little had been accomplished in terms of organizational structure, co-operative operations agreements, financial administration, public relations and in terms of the establishment of a service of statistics (records).
3. Programming: It was found that there were no stated objectives for recreation programs, and no program of education for leisure. In addition, it was found that in terms of types of opportunities for leadership, variety of program structures, community program planning, establishment of evaluated demonstration projects, selection

of program specifications, and community involvement, little had been accomplished. The only area of general programming which appeared adequate refers to the availability of various types of programs - as can be noted in Part V of this study "Evaluation of Recreation Programs".

4. Personnel: It was found that, at the time of the study, there was no recreation specialist, no supporting staff and necessary administrative equipment, no policy of recruitment, no program of orientation, no program of supervision, and no adherence to professional organizations. It was found, however, that some elements regarding personnel practices, job description, staff development and recruitment of volunteers were present and the use of consultants was evidenced by the present Study.

5. Area, Facility and Equipment Administration: It was found that there was no recreation master plan and no designs or layout of recreation areas and facilities. There was however, a certain level of area and facilities management being conducted and there was some space reserved for recreation administration and equipment.

6. System of Evaluation: This element of the whole area of recreation administration was found to be lacking.

PART III. RECREATION INTERESTS AND INVOLVEMENT OF HIGH PRAIRIE RESIDENTS

A random and cluster sample of households in High Prairie (61% of households responded) provided some basic information on

their recreation involvements and on their interests.

1. Respondents' Characteristics:

Most of the heads of households who responded were older than 40 while the spouses were over 35. As expected, most heads of households were males and spouses were females. About $\frac{1}{2}$ of the heads of households and spouses reported having completed high school, most of them (77%) were whites, and nearly half of them were housewives, retired or unemployed. Only a small number (15.3%) reported being in white collar categories.

The majority of the respondent children over 10 were between the ages of 12 and 17, while the children for whom the head of household responded were between the ages of 2 and 7.

2. Head of Household's Involvement and Interests

It was found that the activities most participated in by the heads of households were, in order: watching T.V., playing cards, reading, fishing, picnicing, big game hunting, swimming, gardening, camping, game bird hunting, checkers, social parties, cookouts and general relaxation. The two activities which were most participated in by the heads as spectators were: hockey and baseball. The two activities* in which the heads would most like to participate were: swimming and 5-pin bowling. "Too few or no facilities" was the major given reason for not participating in the two most desired activities (mentioned above). Most heads of households favored the continuation of the Stampede as well as the establishment of a winter carnival.

* more than 8 2% of heads of households and spouses in High Prairie

3. Spouse's Involvements and Interests

It was found that the activities most participated in by the spouses were, in order: gardening, sewing, watching T.V., reading, cooking, relaxation, knitting, camping, and bingo. The two activities which were most participated in by the spouses as spectators were: movies and hockey. The seven activities^{*} in which the spouses would most like to participate were: 5 and 10-pin bowling, swimming, physical fitness, opportunity for study and pottery making. "Too few/no facilities" and "no programs" were the major given reasons for not participating in the programs.

4. Children's (of ten and over living at home) Involvements and Interests

It was found that the activities most participated in by children over 10 were, in order: ice skating, swimming, playing cards, watching T.V., camping and reading. The two activities which were most participated in by these children as spectators were: ice hockey and movies. The 10 activities^{**} in which these children would most like to participate were, in order: swimming, horseback riding, roller skating, broomball, judo, skeet shooting, watching movies, 5-pin bowling and 12-man football. "Too few or no facilities" was the major given obstacle to participation in the desired recreation activities. Most children indicated that the Stampede should be continued and that what they most liked was the "midway".

* more than 8.2% of heads and spouses in High Prairie

** more than 8.9% of children of ten and over in High Prairie

5. Children's (under 10) Involvements and Interests

It was found that the major current activities of these children were: playing by self at home, bike riding, swimming, skating, playground and cubs. The activities which, according to the head of household, the children would like to participate in were: swimming, kindergarten, skating, dancing, music - piano, playground, and handicrafts.

PART IV. AREAS AND FACILITIES EVALUATION

The inventory of information on recreation areas and facilities shows that the following facilities and areas are available in High Prairie: 1 arena, 4 baseball diamonds, 2 billiards, highway campsites, 1 cinema theatre, 1 curling rink, 1 golf course, 4 gymnasias, jumping pits, 1 library, 1 outdoor rink, 1 park, 1 rodeo ground, 5 softball diamonds, 1 tennis court, 1 tot lot.

When compared to other towns of similar size, we find that High Prairie has a wider variety of facilities. However, High Prairie might be considered "relatively deprived" in terms of a swimming pool as it is the only town with comparative size without it. When each facility or area is compared to standards of population it is found that most facilities meet the standards. There is one definite case, the tot lot, where the standard is not met; there should probably be an additional one in High Prairie.

PART V. PROGRAMS EVALUATION

The classified inventory of recreation programs in High Prairie shows that there are: 10 athletic programs, 3 arts and crafts programs, 1 literary and historical program, 16 social programs, 2 nature and camping programs, and 5 performing arts programs.

A brief analysis of these programs shows that the programs related to arts and crafts and to nature and camping activities are organized only for the youths and that most programs are either athletic or social.

CONCLUSIONS AND RECOMMENDATIONS

To be consistent with the above study presentation, the conclusions and recommendations will be divided into four basic sections: Administration, Programs, Area/Facilities and Regional Development. These sections are useful for analysis but it should be considered that the elements of "administration", "program" and "facilities" are in reality closely intermingled.

A. ADMINISTRATION

In comparing the present (1971) administrative system of recreation of High Prairie with generally accepted criteria of administration, deficiencies were noted. If these criteria of administration are used as guidelines for improving the current administration, the following recommendations should be implemented:

1. Organizational Structure

(a) Guidelines for the relationships between the administrative authority (Recreation Director and Staff) and the policy-making authority (Recreation Board) should be established. A definite distinction should be made between policies, rules, regulations and operational procedures. All should be created with the thought of functional application in mind.

(b) The municipal authority should consider the creation of a department to be named the Department of Parks and Recrea-

tion to be administered by a Recreation Director.

- (c) The newly established Department should secure both professional and volunteer staff qualified to develop and operate programs and service directed toward the goals declared and the specific objectives of the various programs.

2. Philosophy and Goals

- (a) A statement of the role of public recreation in High Prairie should be prepared by the Recreation Director, evaluated by the Recreation Board and adopted as policy by the Town Council. It should be published in the local paper at least twice a year with the summer and winter program outlines, and made available to the public upon request.
- (b) A written statement of goals for the recreation department should be prepared by the Recreation Director in conjunction with the Recreation Board. These too should be published on a regular basis and made available to the public upon request.

3. Co-operative Community Planning

The Recreation Director or his designate should be appointed to planning committees from the community concerned with zoning, school use, town planning and regional planning.

4. Co-operative Operational Agreements

- (a) Written policies for maintenance of recreation and school areas and facilities should be agreed upon by the Town Council and the school authorities.
- (b) A written agreement and set of policies for the use of school facilities after hours should be prepared in conjunction with the education authorities.
- (c) Written policies and terms of an agreement concerning recreation program activities should be prepared in conjunction with the public and private service agencies where applicable. Unnecessary duplication of service may be avoided and a more co-ordinated recreation front may be presented to the public.

5. Public Relations Service

Reports of the program operation should be made on a regular basis through the local paper and through seasonal meetings with interest groups.

6. Statistical Service

- (a) Records on individual participants and groups should be maintained so that summarization and interpretations may be made related to:
 - i. proportion of the population receiving services
 - ii. number of participants registered in and in attendance at programs
 - iii. composition characteristics of the participants such as age, sex and marital status

iv. scheduling: when, where and length of program.

This can be invaluable information when planning for future expansion or re-direction. Strengths and weaknesses may also be readily detectable from an evaluation of this data.

- (b) A record system pertaining to finances, personnel, program, property inventories, legal documents and accidents should also be established.

7. Supporting Services

- (a) Adequate supporting staff should be made available to the Recreation Director. For economy and efficiency the Director should be freed as much as possible from clerical and maintenance tasks.
- (b) A well-planned and aggressive recruiting program should be developed to be used when qualified personnel is required.
- (c) An orientation program should be prepared for all personnel being newly employed.
- (d) There should be a program for staff development and self-improvement adapted to the needs of individual employees. It should include making available periodicals, reference books and other resource materials.

- (e) Recreation consultants should be utilized for special problems and specific developmental programs. Allowance should be made in the budget at least a year in advance of the appointment. (i.e. Swimming Pool Feasibility Study, Swimming Pool Design Study.)
- (f) Volunteer leadership should be utilized wherever and whenever possible in the realization of programs.

8. Administration Manual

The Recreation Director, upon approval from the Recreation Board and the Town Council, should prepare a manual which would include a description of the above services and the above statements of objectives and of structures. Moreover, the manual would include descriptions and statements regarding such items as: (i) rules and regulations, (ii) operational procedures, (iii) fiscal forms, (iv) policy on uses of area, charges and fees, (v) system of requisition, (vi) inventories, (vii) program commitments, (viii) leadership policy, (ix) area and facility planning policy, and (x) budget procedures.

9. Personnel Manual

The Recreation Director, upon approval from the Recreation Board and the Town Council, should prepare a manual regarding personnel policies and practices to be presented to each employee when he

is hired. This manual would include a job description with preferred specifications for all staff positions (full-time, part-time, volunteer, professional), reviewed annually jointly by the Recreation Director and the Recreation Board. An annual review of this document should become a permanent practice of the Recreation Director, the Recreation Board and the employee.

10. Master Plans

- (a) A long-range (5 years) financial plan should be prepared according to the following categories: program expenditures, current expenditures, leadership development and administrative expenditures.
- (b) A long-range (5 years) program plan should be made using the information contained in this Study. Areas that should be highlighted are:
 - i. Age range concentration
 - ii. Activity type concentration
 - iii. Understanding of population desires
 - iv. Financing
 - v. Leadership implications.
- (c) An area and facility plan should be prepared on a five year projection basis before any further work is done on the planning for specific recreation facilities. Consi-

deration should relate to:

- i. Population trends
- ii. Local physical features
- iii. Cost projections of specific facilities resulting from feasibility studies
- iv. Methods of financing
- v. Maintenance and operations cost
- vi. Phasing of construction
- vii. Contributions by local industrial firms
- viii. Use of the facilities by the immediate community or region
- ix. Justification of specific facilities on the basis of program development and expansion
- x. Effects of specific facilities on the immediate region as it relates to recreation.

B. PROGRAMS

In comparing the present (1971) program administration and development with some generally accepted criteria of programming, some deficiencies were noted. If these criteria are used as guidelines, the following recommendations regarding the "general principles of programming" should be implemented. On the other hand, it appears from the survey of recreation interests that some existing programs should be "improved" and that new programs should be initiated on the basis of the following discussion.

Current level of participation as well as desired level of participation in recreation activities do not necessarily mean that

additional programs should be initiated or even that current programs should be improved - but it is an indication of which programs have the best chances of being "successful" if improved or initiated. On the other hand, if we assume that it is generally possible to improve existing programs and to initiate non-existent programs, then the programs to be first dealt with by the recreation specialists of High Prairie are listed here under the titles: "Programs to Improve" and Programs to Initiate".

1. General Principles of Programming

It is recommended that the following principles be applied, where appropriate, in High Prairie:

- (a) A specific set of written objectives should be established for each program based upon and developed within the limits outlined by the philosophy and goals of the recreation department.
- (b) All recreational activities should be co-ordinated under the Recreation Director.
- (c) Leadership opportunities should be provided for special groups: the handicapped, the retarded and the senior citizens.
- (d) An attempt should be made to co-ordinate the recreation program with the school programs so that a progression of

experience results (i.e. relate to physical education program at all levels: school teaches skills, recreation authority provides the local leagues and time to engage in a particular activity).

- (e) The resources of the Town and surrounding district should be identified so that they can be utilized in a program (i.e. the golf course, the development of a ski and toboggan hill.)
- (f) A comprehensive plan for the education for leisure should be developed by the Recreation Director in conjunction with the local school authorities, be inaugurated and on-going.
- (g) On the job studies should be conducted on a regular basis resulting in improved administrative procedures, program methods, special group services and facility design or maintenance.
- (h) Groups or individuals, particularly teenagers and senior citizens, should be encouraged to work with and through the Board to change, adjust or implement programs when necessary.

2. Programs to Improve

- (a) Greater organization or innovative changes could be introduced in the following head of households' current

activities: playing cards, reading, fishing, picnicing, big game hunting, swimming, gardening, camping, bird hunting, checkers, social parties, cookouts, hockey and baseball,

- (b) Similarly for the following spouses' current activities: gardening, sewing, reading, cooking, knitting, camping, bingos, movies, and spectator hockey,
- (c) Similarly for the following children's (of 10 and over) current activities: ice skating, swimming, playing cards, camping, reading, and movies,
- (d) Finally, "improvements" might be successful for the following activities of the children (under 10): bike riding, swimming, skating and playground activities.
- (e) Due to the adults' (head of households') particular interest in the "Rodeo" during the Stampede, it is recommended that this element of the Stampede be improved if not enlarged.
- (f) Due to the children's (10 and over) particular interest in the "Midway" during the Stampede, it is recommended that this element of the Stampede be improved, if not enlarged according to children's interests.

3. Programs to Initiate

- (a) Since there was a general consensus among adults (head of households) and children (10 and over) as to the desirability of a winter carnival, it is recommended that such carnival be held as an exposure program.
- (b) Despite the lack of facilities, many program groups could be organized in order to be involved in the planning of the facilities. Such groups would be created around the programs desired. It is then recommended that citizen's planning groups be formed in regard to: swimming, bowling, physical fitness, "extension course", pottery-making, horseback riding, roller skating, broom-ball, judo, movies, football, kindergarten, dancing, playground, and handicrafts.
- (c) Arrangements with the owners of facilities available in High Prairie (see inventory of facilities) should be attempted in order to provide facilities for the desired programs. This approach applies mainly to the following programs: physical fitness, extension courses, pottery making, judo, movies, kindergarten, dancing, playground, and handicrafts where the schools' facilities, the library, the theatres and the rodeo grounds might be used.

- (d) It is possible that many adults and children did not indicate a desire for some activities because they have never been exposed to them. The inventory of programs suggests that this might be the case for adults in arts and crafts and camping/nature oriented activities. It is then recommended that the adults of High Prairie be exposed to these two general types of programs.

C. AREAS AND FACILITIES

Some general principles of areas and facilities management are recommended here as they do not appear to be applied in High Prairie. In addition, a series of recommendations are derived from the evaluation of present facilities and areas and from the interests-survey.

1. General Principles of Areas and Facilities Management

- (a) A recreation facility master plan should be prepared by the Recreation Director in conjunction with the Recreation Board, the Town Council and professionals in the area of recreation facility construction.
- (b) In the preparation of a layout for a specific recreation area or facility those who will be programming, operating or maintaining it should have a chance to contribute to the initial design.
- (c) The Recreation Director should strive to improve the present facility management program by taking on staff to maintain and operate specific facilities.
- (d) The recreation administrative office should be accessible to the public and should include: (i) an attractive reception area, (ii) a meeting room for planning purposes of the recreation staff, (iii) office space for daily administrative duties, storage space and filing cabinets in addition to a secretary or access to a stenographic pool.

2. Areas and Facilities Development

One basic condition for capital expenditure in a town is that the economic conditions of the town permit it. This means considering the answers to the following questions:

- What are the present outstanding debts of the Town?
What will they be in one year; two years; three years?
- How much is the Town presently committed to over the next one year; two years; three years?
- What is the expected community income from taxpayers in the next one year; two years; three years? i.e. What basic mill increase can the present taxpayers absorb for maintenance and operation costs of present facilities in addition to proposed new construction?
- What are the Town Council's priorities for development over the next one, two and three years?
- What capital expenditure, after considering other sources of finance (i.e. Provincial and Federal) can the Town afford, when considering Town Council priorities, over the next one, two and three years?

Without knowing the answers to all of these questions, it would appear from the data at hand (page 2) that the people of High Prairie, for the time being, just cannot financially invest "too much" in recreation facilities or areas.* It is on this basis that the following recommendations are made:

- (a) that the two most desirable recreation facilities (according to the survey) - a swimming pool and a bowling alley (5 and 10 pins) be integrated into a long-term (3 - 5 years) plan, but should not be considered as an immediate priority for development.

* Obviously grants and donations are still possible and this would modify the present listing of priorities.

(b) that all existing facilities in High Prairie be individually assessed in terms of greater use. A preliminary assessment was made in this study leading to the belief that the following facilities could be easily transformed into "improved" facilities:

- i. Horse racing tracks could be transformed into snowmobile racing tracks in the winter.
- ii. Rodeo grounds (when not used) could be transformed into a horseback riding school for children over 10.
- iii. Creek shores could be transformed into a local "green belt" by cleaning out the channel and providing more access by paths and picnic sites.
- iv. School grounds could be "improved" by new (creative) equipment so as to satisfy children under 10. The same grounds could also be used for skating or hockey rinks.
- v. Park trails and jogging paths beginning in Jaycee Park and extending along the banks of the creek.
- vi. Snowmobile trails and winter picnic areas beginning at Jaycee Park.
- vii. School gymnasias could be used during the evenings and weekends by the total population for movies, arts and crafts, fitness, athletics, etc.

(c) Due to the multiple use or the potential of school areas and facilities which coincide with the desired activities of the adults as well as the children, the "improvements" and "use" of those facilities and areas should be viewed as a priority.

Some variation of regional development could eventually allow for additional populations to contribute financially to the development of programs and facilities in and around the Town of High Prairie. However, the present state of organization, the heterogeneity of the population and the extinction of surrounding communities (such as Triangle, Heart River and Enilda) makes any regional development nearly impossible to initiate. It appears that eventually only two major settlements will exist within a radius of 50 miles of High Prairie: the Indian Reserves and the Metis settlements.

Consequently, it is recommended that the concept of a recreation regional administration be integrated into a long-term plan but that immediate concern should be with the programs and facilities of High Prairie.

A paper reporting views on regional recreation administration in Alberta is available through this Department.

A GENERAL VIEW
OF
SUGGESTED PRIORITIES FOR RECREATION DEVELOPMENT
IN HIGH PRAIRIE

Since the inception of the Study in early November, 1970, a number of occurrences have caused a considerable amount of confusion with regard to the total recreation program.

It is therefore recommended that the Municipal Recreation Board in High prairie plan for the next five years according to the following priorities:

1. Establishment of administration policies, procedures and regulations (1971-72).
2. Initiation of a recreation education and exposure program (1971-72).
3. Establishment of a leadership program for the training of local personnel (1972-73).
4. Initiation of a variety of recreational activities directed at all interested socio-economic groups (1971-75).
5. Planning and realization of specific facilities as a reflection of the program development and expansion (1973-75).

ASPECTS OF RECREATION
PLANNING

1971 1972 1973 1974 1975

ADMINISTRATION					
EDUCATION AND EXPOSURE PROGRAMMING					
LEADERSHIP DEVELOPMENT					
ADEQUATE PROGRAMMING					
AREA AND FACILITY DEVELOPMENT					

GUIDELINES FOR THE ESTABLISHMENT

OF

DEVELOPMENT PLANS

Since planning and research is a continual process, the preparation of this Recreation Study cannot be an end in itself. Rather, it should represent the beginning of what will result in an outline of procedures for the improvement of the areas of recreation administration in the Town.

The Study focuses on those areas that should be of immediate concern to the administrating recreation authority. These areas in High Prairie are:

- a) Administration
- b) Program
- c) Facility development
- d) Leadership
- e) Education and Exposure

Planning and budgeting are inseparable activities that should be done together. From each proposed development plan, a 3 - 5 year estimate related to operating and capital costs should result.

Formulation

Specific development plans are not prepared for communities, they are worked out in conjunction with them through the help of either the Department of Culture, Youth and Recreation or a Recreation Consultant.

Each plan should consist of the following steps:

- a) An evaluation of the recommendations made in the General Recreation Study.
- b) A ranking of the recommendations made in order of priority according to the community concern. Which areas do they feel should be rectified or modified first?

- c) Goals set as to when an area of improvement should be completed. Within a month, a year, next 3 - 5 years?
- d) Determination of who or what group (a special committee) should be responsible.
- e) Where applicable, relate to budget requirements. Co-ordinate with the long range goal for completion.
- f) When the five areas have been outlined in this fashion, combine into one general plan highlighting major areas and relating to time and cost.
- g) Present to the Town Council in the form of development policies for approval before work begins.

The summarized general plan should contain an introductory statement explaining its purpose, a statement of the development goals or objectives for each of the areas of recreation administration, and an indication of the kinds of programs and phasing of development the Recreation Board proposes to accomplish in the predicted future.

The Recreation Board and the Recreation Director should play the principal role in the specific development plans prepared and attempt to involve as much as possible, interested groups and service clubs having direct interests in the objectives set for the next 3 - 5 years.

